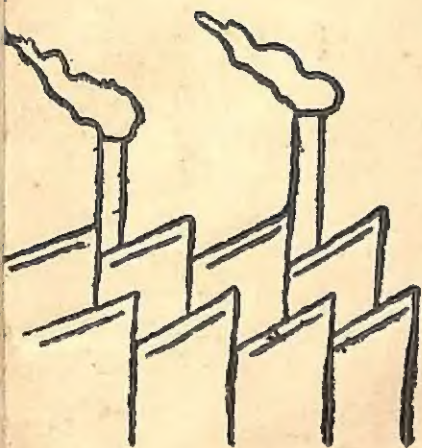


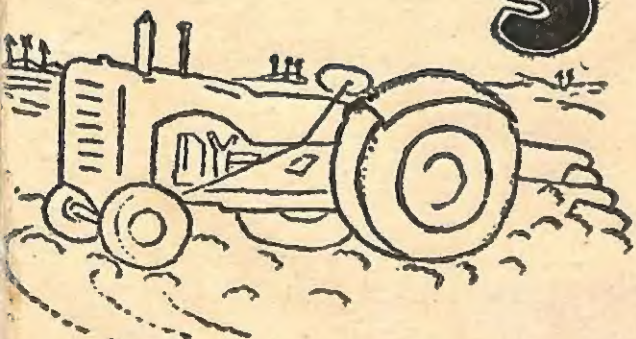


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# TEACHERS'

# QUARTERLY



Vol. V No. I

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# Teachers' Quarterly



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# *Teachers'* *Quarterly*

## **Foreword**

The first batch of boys and girls from the upgraded high schools are taking their school Final Examinations this year and all concerned are waiting anxiously for the outcome. The course is new to the teacher and the taught, to the paper setter and the examiner. One has to proceed with caution. There are no established standards by which one may be guided. No previous examples that may be copied. It is so easy under the circumstances, to err on either side. Yet, there is another aspect to the situation :—there are no note books to cram ; no answer books to previous years' questions ; and no "sure guides" to success, based on chance and probability which are offered to students in lieu of text books and then they sink or swim if the paper setter is of different opinion.

This last point brings us to another side of the whole problem of education. We cannot frame a perfect syllabus all at once. There may be anomalies and difficulties which can be resolved only after a few years' experience. One should be constantly on the look out, check and re-check results and be ready to change and modify when ample evidence is gathered to justify such change. It is only by sincerely trying to work in practice that one can be sure as to what will work best in practice. If our syllabi and curricula have defects, these can be gradually detected and remedied as we go on.

But, even so our main problem would remain unsolved, because reform and upgrading of curricula cannot, by itself, produce real improvement and actual raising of standards in education, unless accompanied by better teaching and reform of examination. The teacher and the taught must both change their outlook and attitude to-



wards school-work and stop regarding History and Geography, English and Bengali Science and Hygiene as so many facts of information to be got by heart and so many books to be mastered. Unintelligent, passive reception makes all subjects dull and difficult to the pupil, so that he actively resists rather than receiving or is at best, merely passive without being receptive. This makes the teachers' task **doubly difficult**. There can not be anything so trying as teaching a roomful of apparently dull children who seem to be determined not to learn. It is only when the teacher can awaken genuine interest in the subject matter that the child becomes his active ally rather than a passive resistant or a non-cooperator in the classroom situation. We must find ways and means of making the school subjects real and alive to our boys and girls, so that they may learn willingly and eagerly. Proper motivation is one of the most important things in education. The need is more urgent now that we are having the upgraded school curricula. For if we still stick to the old methods of learning and teaching, the sheer weight of the "dead, inert ideas" and masses of information would hamper and stifle the proper intellectual development of our children. Reform of curricula would serve no purpose at all unless we can discard the mechanical methods of cramming and memorising. We must be clear in our minds as to the reason why each subject is put in the curriculum and we must be critically aware all the time as to whether our educational objectives are being realised in our schools or not.

Certain schools have been bolder than others in their experimentation with more rational methods of teaching and they have taken up some project or other involving new methods. Some, for example, have allowed their children to work out solutions to problems and gather information by independent study of different books and discussions among themselves under the guidance of teachers. It is found that these girls become intensely interested in these subjects and can understand, assimilate and remember much more than they might possibly have done by simply listening to the teacher and reading a set text book.

Yet school authorities are afraid to go to any great length, for doubts still remain in their minds. They are convinced that these pupils are interested and have intelligently understood their subjects much better than others. But will they be able to hold their own in essay type examinations against those who have memorised the ready made answers to the "important" probable questions? Can the merits of reformed education be properly judged by mechanical, traditional examinations? And if not, can we really expect schools to reform teaching if the old type examinations continue? We cannot stop here and go no further just as reform of curricula makes improved teaching



methods necessary. So reformed teaching makes reform of examination obligatory upon all concerned. We must see to it that our examination techniques are in keeping with our educational objectives and they actually test what they are meant to measure and do not merely put a premium on mechanical memorisation.

The whole educational set up has become a vicious circle, where the teacher and pupil alike concentrate on the ready made answers to stereotyped questions to be learnt by heart by the bright pupil as well as the dull, because the paper setter and examiner seem to have joined hands in a silent conspiracy to stick to such questions and accept only such answers; and the papersetter and the examiner on the other hand feel that they have no other alternative than to stick to the stereotyped questions and answers as the pupils appear to be able to cope with nothing else, and there would be pandemonium if a daring papersetter breaks the rule and sets unconventional questions.

Surely, this state of affairs cannot be allowed to continue. As it involves all parties — all concerned must cooperate and bring about reform of teaching and examination in schools as well as improvement of the School Final Examinations.

Secondary schools and the Board of Secondary Education must work together. The training colleges and their Extension Service departments must come forward and their full cooperation and support for the achievement of these objectives. We, in our part are willing to offer our services whenever necessary.

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*"The concept of secondary education formerly was that of selective, academic training for the few. Today, secondary education means the opportunity for the growth and development of all adolescents in social-civic responsibility, in worthy use of leisure time, in health and in vocational efficiency".*

(Guidance in the Secondary School, by Shirley A. Hamrin  
and Clifford E. Erickson)



# THE CUMULATIVE RECORD CARD

PROF. D. MAHANTO

(Concluded)

## Personality Traits :

The reorganised pattern of our education-system is directed towards the desirable goal of personality development. The educators of New India are to see that pupils under their charge develop in themselves those essential traits of personality, that are usually highly valued by our society for its continued existence as well as for its cultural and scientific progress.

Over and above the useful aspects of human-personality like health, intellectual and other mental abilities, academic achievements and interests which we have discussed earlier, personality traits like persistence, industriousness, motivation, initiative, emotional stability, sense of responsibility, spirit of cooperation, study habits or work habits, attitudes etc., perhaps, need special mention. All these traits are not only considered to be desirable for efficient citizenship of a democratic society, but they, at least some of them, are claimed to be contributing substantially to one's successful completion of higher education or training. The research findings quoted by Lindquist (1) Vernon (2) Super (3) Dale (4) Hartson (5) and others may well illustrate the point.

So the cumulative record card, in order to be of real use to the individual and the society, should contain as many of these useful traits as possible.

Besides, as suggested earlier, we would also be using the information recorded in these cards for advising the children in the selection of their

courses or careers at crucial stages of their life. So those personality traits which are considered to be significantly associated with successful completion of higher training (educational or vocational) should find their due places in these cards.

Anyway, whatever be the traits entered therein, it is always to be borne in mind that the traits are first to be developed in the children before we make any attempt for their assessment. As in the case of *interest trends*, we are again to initiate these traits in the children through appropriate activities or situations, nurture them on through the development of required *habit-systems* and finally help their satisfactory integration into the selves that would ultimately constitute their personality (6).

It is perhaps obvious that we are to effect certain vital changes in the curricular, co-curricular or extracurricular work programme as well as the organisational set-up of our schools if we really intend to have these traits developed in our children. To me it seems that the concept of core-curriculum may very well be given experimental trial in this regard. It is often claimed that the core-programme is much better than the conven-

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(1) Lindquist E. F. — Educational Measurement — American Council of Education 1950, pp. 92-93.

(2) Vernon P. E. — Structure of Human Abilities — Methuen & Co. Ltd., 1950, pp. 17-48.

(3) Super Donald E. — Appraising Vocational Fitness — Harper & Brothers, 1949, p. 90.

(4) Dale R. R. — From School to University — Routledge Kegan Paul & Co., 1954, pp. 154-61.

(5) Educ. Psychol. Meas. — V. No. 3, Autumn, 1945, pp. 273-83.

(6) Allport G. W. — Personality, a psychological interpretation — Henry Holt & Co., New York, 1951, pp. 139-41.



tional one specially in regard to the development of improved social attitudes, better civic behaviour, greater interest in community affairs, effective workhabits, higher degrees of selfconfidence, cooperativeness and emotional control, more acceptable social adjustment and hence, perhaps, most of the desirable traits of personality listed earlier. The core-curriculum with its avowed purpose of serving the personal and social needs of children offers optimum opportunity to transform the widely diffused extracurricular or co-curricular activities prevailing in our schools at present into a planned programme of curricular activities with extensive scope for local adaptation. The core-programme, if it is to succeed at all, must ensure that the school activities and practices are made community-wide in the effects. That is, these activities and practices are to be duly participated in and enjoyed by at least a significant part of the local community including the teachers and the pupils. The schools are to function as important centres of the local society, building up friendly ties among people through the formation and functioning of a duly formed "*parent teacher-association*", student-clubs, etc., and through the organisation and execution of a well planned programme of recreational and cultural activities and of social and even religious practices. In fact, the schools are to function as the 'heart' of the local community.

The first fundamental point to remember in this connection is that unless we can make provisions for sufficient "*doing*" on the part of the pupils, the personality-traits cannot be initiated or developed adequately. The core-programme immediately give the children greater scope for self expression and activity. The problems of community life and living, the solutions of which demand practical work or actual practices on the part of the children invariably make the school life a real part of the normal life around.

The second point to be noted is that the work programme of the school should be executed in such a way that pupils get sufficient opportunities

to develop skills in the technique of being, thinking and working with other people in the proper democratic spirit. The core-curriculum, in its true sense, usually offers a living together type of situation and inspires in the individual a feeling of belongingness which is so very essential for cooperative living and thus it helps the pupils learn how to get along with others in various types of work and in diverse social settings. The group-study method not only helps in developing the children's personality but it also results in higher grade achievement for the majority of learners (1). The quality of relationship between the teacher and the pupils, teacher and teacher, the teacher and the parent as well as the school and the society determines to a great extent the type of personality — the children will grow into.

Besides, we may have to introduce in our schools, some changed methods of teaching in respect of the subjects other than the core and these methodological changes may even require some readjustment of the corresponding syllabuses. The class to class syllabus of a particular subject (say, mathematics, mother language etc.) and in respect of a particular stage (say, junior high or higher secondary) may have to be recast according to the accepted principles of educational psychology. Methods of teaching will have to be so devised and followed that they easily relate the things taught to life, create interest and initiate in the learners and provide their power of thinking and reasoning. Not only should these methods culminate in lively discussions and inspiring group work, they should also aim at arousing original thinking in the pupils and at providing opportunities to the teachers to observe the pupils most closely and intimately, to note their developing interests and personality traits.

We may now pass on to the knotty problem of rating the pupils in respect of these personality traits which are developed in them so strenuously.

(1) Group Study and Achievement — J. Educ. Psychol., June '58, pp. 118-23.



The first question that engages our attention is how to make the ratings or assessment objective and reliable. It is really regretted that satisfactory measurement of these personality traits has not gone far enough, the majority of the tests being found not so reliable and valid as might justify their inclusion in a test programme proper. The school teachers of our place, again, mostly lack in the training and experience for such a test programme even if we are able to devise one. We have, therefore, to rely on teachers' ratings and estimates. But it goes without saying that teachers making these estimates or doing these ratings should be properly trained for the purpose.

A few difficulties are usually experienced in regard to making these personality estimates reliable and valid. First, we are not very clear about the concepts of these personality traits. Some would define a trait in this way, some in another way. These variations in definitions or concepts are likely to result in differences of estimates or ratings. So our primary task will be to arrive at an agreed definition of the traits included in the record card and the definitions should preferably be made in terms of concrete behaviours or behaviour manifestations.

It has often been found that the meaning of a trait-concept becomes clearer if it can be viewed from the two extremes, the positive and the negative.

For example, an individual of initiative may be described as one who is energetically (or even aggressively) enterprising, presses forward in life, can progress independently, is pushing, self-assertive, is ready to come forward to give a start to any work or project, shows originality of ideas; whereas an individual lacking in initiative may be described as one who lags behind in most cases wants to follow and never wants to lead, feels helpless without guidance or direction, is hesitant to do anything new. Similarly, an individual with emotional balance may be described as one who is poised, calm and composed, stable in tempera-

ment, has a balanced personality (i.e. behaves properly even under provocation), is not unduly (or easily) excited, agitated or depressed, is mostly cheerful in nature, can exercise control over emotions whereas an individual lacking in emotional balance may be described as one who is very easily moved to fits of temper (loose-tempered), easily excited or depressed, highly irritable, oversensitive or sentimental, impatient or intolerant. If we can thus arrive at an agreed definition of the trait-concepts in more or less behavioral terms, much of the subjectivity factor can be controlled while rating the traits.

The second difficulty in rating personality traits is that the children may behave differently in different situations and with different persons. Manifestations of the traits in children may also vary because of the children playing different roles in life, the role in the school, in the home and in the local community, the role with class mates, club mates, school-mates, — senior and junior, the role with teachers of different subjects and of different personalities and so on. To minimise this difficulty we may have the ratings on personality traits from as many teachers as possible, specially the teachers who would be doing the core subjects and the core programme. The class teachers should always be in charge of compiling these different ratings and of coming to an agreed rating at the end of each session with the help of those teachers who have greater opportunities to observe the pupils in different situations and in different roles.

The third difficulty is related to the "halo" effects. As we know, pupils rated high in respect of a particular trait may be rated high again in respect of the other traits, if the results of the first rating are kept before us at the time of the second or subsequent ratings. The 'halo' effect may also be due to our prejudices or bias either in regard to individual persons or in regard to particular qualities or traits of personality. For example, if I love Ram or have got some biased feeling in his favour, I may be rating Ram high.



in respect of all the traits, or if I am prejudiced about the contribution of intelligence or some certain factor like say, general proficiency, I may be rating the most intelligent pupil or the pupil securing proficiency in the examinations very high in respect of all the personality traits. It is clear, therefore, that while doing the rating we should try to be as much impartial, unbiased and free as possible and we should also try to treat the different traits of personality as independent of one another. Thereafter we may observe the following principles.

- (i) We should rate the pupils trait-wise and we should not rate, in respect of the traits pupil-wise.
- (ii) While rating the pupils in respect of a particular trait, we should keep the whole class group in view.

In other words, we will take up only one trait at a time, say, industry and then, considering the entire group of pupils of a particular class and at the same time constantly keeping before us the definition of the trait-concept of industry, we will try first to spot out the individuals who should be placed very high (A) or very low (E). Then we will locate the individuals who should be placed in the C (average), B (a little above average) and D (a little below average). We should also remember in this connection the approximate percentage of a population falling under each category A, B, C, D, E. In a normal population, the corresponding percentages are A = 3 or 4, B = 23 or 24, C = 45, D = 23

or 24, E = 3 or 4. But we must be very cautious about placing those individuals in respect of whom we know so little that we may not be justified in rating them. We may preferably add a column of 'not noted' where the above individual may be previously placed, in order that the class teachers may create suitable opportunities for observing them in future. If, however, we want to do the rating on a three-point scale, we are to make the necessary adaptations. We are to select the high group and the low group first and then the rest would go to the average group, only a very few may be placed in the not noted category. The corresponding percentages will have to be changed a little as given below :—

A = 16% = high or good  
 B = 68% = average or normal  
 C = 16% = low or poor.

We have stated already (in the previous issues of this journal) that difficulties are there in regard to judging the personality of children objectively. In spite of all precautions in this respect, it may be that our ratings on personality traits would not attain a satisfactorily high degree of objectivity and as such we may not be justified in using these ratings for very serious purposes. Rather we should constantly bear in mind that these ratings are primarily to be used (i) for helping the children in their progressive development through grades, (ii) for advising the parents in matters that concern them most and (iii) for assisting the teacher-counsellors to understand the children better.

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*"If guidance is to be developmental and preventive as well as curative, it is obvious that the guidance programme should have a vital influence on the continuous reorganisation of the curriculum . . . The secondary school guidance programme must be effective in providing positive, worthwhile curricular experience for all pupils."*

(Guidance in the Secondary School by  
 SHIRLEY A. HAMRIN & CLIFFORD E. ERICKSON)



# GENERAL REFRESHER COURSE

(For teachers of Secondary Schools held from  
15.1.60 to 22.1.60)

## PROBLEMS OF DISCIPLINE

The teachers' workshop began in the library room of the Institute of Education for Women on Saturday the 16th January, 1960, with a discussion of "Problems of Discipline" with Dr. Miss Ghose, Principal, Gokhale Memorial School and College on the chair.

Discussions were carried on under the guidance of Dr. Miss Ghose after two short talks by Sm. P. Bose, Principal, Ballygunge Siksa Sadan and Mother Monica, Principal, Loreto St. Mary's Girls School.

Miss Bose clarified the broader and freer modern view of discipline as against the old idea of external control. The fundamental pattern of discipline had changed and involved not only discipline in school but also in family, society and politics. School discipline would not be difficult given a proper atmosphere in the institution, for routine work and team spirit naturally tended to bring about a pattern of disciplined behaviour. Classroom behaviour was social behaviour leading to the development of citizenship, but sometimes abnormal or bad-tempered, mischievous, tricky or pranky children upset the general pattern with their aberrations.

The personality of the school pupils have changed in these days. They are more wilful and cannot be controlled by external discipline. Miss Bose spoke of the need for controlled freedom for the proper development of the pupils' personalities without overstepping the limits of set patterns of behaviour. Military types of discipline should be avoided.

The influence of environment on discipline was great. Children from cultured homes with secure

lives and regular and moderate habits would naturally behave differently from children from refugee or industrial areas or poor, uneducated homes. It was the teachers' duty to protect their pupils from the evil effects of unfavorable atmosphere. They were primarily responsible for the development of a harmonious healthy, friendly relationship between the teacher and the taught. The teacher was not a technician, but an artist whose duty was to create beautiful human characters.

Mother Monica supported the idealist view of discipline but emphasised the need for strictness. She quoted a Hebrew proverb "Fear is the origin of wisdom" and said that there should not be too much "familiarity" with the pupils lest it might "breed contempt". "Fear", however, did not mean "force". Corporal punishment was not practised in girls' schools and only rarely in boys' schools. The confidence of the pupils must be won through understanding. The teacher must establish the position of control through strength of character.

Parent-teacher-cooperation was an important factor in discipline. Parents should not indulge their children too much in the name of self-expression or natural development. The problem of the modern child was one of too much boldness. Discipline might help to uproot this evil.

The discipline of mind and body went hand in hand. Great stress, therefore should be laid on spiritual development. Children of different types responded in different ways and it was upto the teacher to find out the proper approach for each with psychological understanding. Appreciation



of good conduct was as essential as the correction of bad.

Adolescents needed kind and careful handling. The moral influence and loving kindness of teachers would be of great help in this period of storm and stress. Self-discipline should be inculcated at this stage by developing a sense of responsibility through healthy and interesting activities and hobbies.

In the discussion that followed, under the guidance of Dr. Miss Ghose, the need for a certain amount of stern discipline under certain circumstances was accepted. The influence of family disturbance in upsetting the pupils' sense of security and values was admitted and the need for deep understanding and guidance from teachers emphasised. It was essential for the teacher to preserve the confidence of the pupil and never to nag or pass unpleasant remarks or hurt their self-respect in any way. They were the builders of the next generation and their vocation was a calling and a dedication.

The problem children had been always there but their numbers were increasing with complications in society. The new multipurpose scheme for secondary education offered some solutions by providing for development according to different tastes and aptitudes.

Sm. L. Saha, the headmistress of the Subhaschandra Girls School of Dhubulia presented a few practical problems specially found in refugee areas. Bad manners, deliberate disregard of elders,

lack of punctuality and regularity in attendance, lack of interest in curricular and extra-curricular activities mental backwardness etc were prevalent and the reason for such behaviours was not far to seek for these children came from unhappy and insecure homes.

Dr. Miss Ghose recommended that teachers must be specially patient with such pupils and never forget that time was a great healer. They must be active, vigilant kind and sympathetic and try to develop interests in hobby clubs, matches, competitions, gardening, craftwork. It was imperative for the teachers to evolve ways and means to utilise the idle energies of these pupils.

Occasions like general strikes and other cases of hooliganism were discussed and the president recounted some of her own experiences. Sometimes pupils joined in these activities just for fun. The very daring nature of the present generation lead them to break discipline easily. Walking out of classes and examination halls had become a common occurrence. Only teachers with strong personality and a great deal of tact can check this evil.

Teachers themselves were sometimes indisciplined. They were often unpunctual and neglectful in preparing lessons. This was much more dangerous than indiscipline amongst pupils and much more difficult to control. Their maxim should be to practise what they preached.

(Recorded by ARUNIMA GHOSH)  
Loreto St. Mary's.

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## MAINTENANCE OF CUMULATIVE RECORD CARDS

This is a short summary of the discussions held on the subject on 17.1.60 as a part of the general refresher course organised by the Department of

Extension Services of the Institute of Education for Women from the 16th to the 22nd January 1960.



The discussions were carried on under the guidance of Prof. K. P. Chowdhury, Director, Bureau of Educational and Psychological Research and the report embodies the suggestions offered by him for the solution of various problems placed before him by the participants.

Prof. Chowdhury stressed the importance of the Cumulative Card and deprecated the carelessness evidenced in the general tendency to mark every pupil "good". He was of the opinion that each entry on the card should be made after careful scrutiny of a pupil's conduct, attainments, interests etc. The card is an instrument by which the teacher measures what she wants to develop in the pupil and as such a much more comprehensive recording should be necessary.

There is a great deal of difference between a progress report and a cumulative record card. The former is meant for the parents while the latter is confidential. It is a record for use by teachers for the development of pupils and is much more important and detailed than a progress report.

Educational measurement, as we have it to day, is full of errors. Two teachers should not rate one pupil in two different ways, but marks given by two examiners on an essay paper may differ widely. Maintenance of cumulative record cards would help to control these discrepancies.

The present system of examinations would have to be changed. There should be frequent, short, forty-five-minutes tests instead of the widely spaced long, three-hour ones. Examinations should be taken monthly and the averages of the marks obtained should be taken into account for entry in the Cumulative Record Cards and also for ranking and class promotion.

Some non-examination subjects have been introduced in the higher secondary curriculum. There may be a time when the public examinations will be abolished. The cumulative record cards will then become absolutely necessary for the rating

of pupils. These will become the only sources of information about a pupil for the outside world, for employers recruiting employees to various posts.

The cumulative record cards, however, have other uses than that of proper assessment. They indicate a change in the whole teach-pupil relationship and in the outlook of the school. Through these the teacher can observe the past and present behaviours and reactions of the pupils in connection with the various subjects and activities in school and can work out new ways of motivating and developing them.

It is difficult to categorise regarding the manner in which the cumulative record cards should be maintained. Rating becomes difficult where a class contains as many as forty to fifty pupils. Marks obtained by them in the examinations may not indicate their real standards because the standard of marking differs from person to person, from school to school. Each pupil must first be ranked by herself i.e., her own highest, lowest and middle scores, and then compared with others. Also, for ranking to be educationally purposeful, each pupil should be ranked separately in each subject.

Objective types of questions may be relied upon more than the essay type. It should be remembered, however, that raw scores can only indicate to the standard within the school and cannot provide the means of any general measurement.

Subject teachers should be responsible for ranking according to examination marks in different subjects. Problems would arise in measuring personality traits the expression of which would differ from situation to situation. Six-monthly round-table conferences of teachers should be held for this purpose.

Five points are better than three points in scaling, but the three-point scale has been intro-



duced for general use for the present. No trait should be marked for which there has not been sufficient observation and, in this also, as in examination results each pupil should be first compared within herself.

The teacher-pupil-relationship should be reviewed in this context. Education is not just class-

teaching. Teaching should draw out special traits in pupils.

It will be difficult for teachers to find time for all these things. Certain procedures may be drawn up for saving teachers' time and making this work easier.

The load of written work may be lightened by

introducing sample-correction of 25% of books by rotation.

Scientific methods should be adopted to replace lecturing which is really the worst method of teaching. Group activities may be introduced to give greater initiative and scope of expression to pupils. Expression of interests can also be sought through school or class magazines, hobbies etc. Hobbies may be developed through hobby-clubs.

Prof. Chowdhury concluded by remarking that a good teacher should find joy in dedicating herself in this way.

(Recorded by LILY SAHA, Headmistress,  
Subhas Balika Vidyalaya, Dhubulia)

## DISCUSSION ON EVALUATION

(Held, under the guidance of Prof. D. Mahanto of the Bureau of Educational and Psychological Research, on the 18th January, 1960 in a general refresher course under the auspices of the Department of Extension Services of the Institute of Education for Women).

### INTRODUCTION

Progressive change in the ideals of education invariably demands a review and a critical analysis of the education system in all its aspects. If the system is directed towards the desirable goal of "personality development" in the real sense, the prevailing concept of examination in schools must be replaced by the concept of evaluation.

Evaluation is a much broader concept than either examination, measurement or even assessment. We evaluate a person, a thing or an idea in its entirety, but we usually examine its different parts, sections, categories or clasified aspects.

Naturally, then, evaluation as we should understand it does not only refer to the improvement of the current system of examination but it also refers to the improvement of the existing methods of instruction in schools, the organisation of the school curriculum and activities and, in fact of the entire assessment system prevailing in the society.

From the point of view of a particular subject in the school curriculum evaluation should mean a broad-based assessment of pupils in terms of the following :—

- (a) Knowledge of terms and concepts (vocabulary).
- (b) Acquaintance with basic facts.
- (c) Mastery of related skills.
- (d) Understanding of relationship involved,—development of reasoning and critical thinking related to the area.
- (e) Power of application of all these [(a) to (d)].



- (f) Development of interests and attitudes.
- (g) Development of some useful personality traits relevant to the field.
- (h) Improvement in the expressional aspect of the subject concerned.
- (i) Method of work followed, nature of progress made and habits formed.
- (j) Nature of contribution (originality) in the finished product.

A particular subject, say, mathematics, or geography, history or Bengali, should first be interpreted in terms of the above objectives, then, each and every objective should be fully and clearly borne in mind by the teacher while teaching in class and by the school authority while organising the work programme of the school, i.e., arranging the timetable, providing curricular activities, seminars, functions, exhibitions etc. The administrative authority should see to the provision of adequate staff, necessary equipment and materials and useful methods of pupil study (like the cumulative record card etc.).

After this discussion examples from mathematics and geography were taken and analysed before the group for illustrating the procedures enumerated above.

#### HOW TO EVALUATE

Each one of the above subdivisions should be considered separately and suitable devices should be thought out for its assessment. The devices normally are :—

##### (a) Written Texts —

- (i) Essay type, (ii) Objective type.

In regard to (i) the problem will be how to improve the nature, content and form of these tests so that greater reliability and representativeness is ensured.

In regard to (ii) the problem will be how to make careful use of this new technique (care in the construction of items and in the subsequent interpretation and use).

##### (b) Oral Test.

(c) Practical Test observing pupil behaviour while actually engaged in working out some problem.

##### (d) Rating of pupil-work or pupil-product —

- (i) Class-work.
- (ii) Home work.
- (iii) Participation in activities.
- (iv) Laboratory work.
- (v) Field work etc.

(e) Questionnaires or inventories (anecdotal records).

(f) Work sample — selected contributions to exhibitions, fares or functions.

(g) Standardised tests, if any, of the intellectual and emotional sides.

(h) Rating on personality traits (significant traits) including interests and attitudes.

This will clearly explain that by evaluation we must not understand only the introduction of the new methods or procedures of examination, i.e., the objective type of tests. Evaluation is perhaps as broad as education.

D. MAHANTO.

#### AUDIO VISUAL AIDS AND METHODS IN EDUCATION

*(Summary of a talk given by Sri A. K. Mukherjee, Principal, Sri Ramakrishna Mission Teachers' College, Belur, on the 20th January, 1960, in a general refresher course for teachers held under the auspices of the Department of Extension*

*Services of the Institute of Education for Women.)*

Education through the eyes and ears is audio-visual education. "Audio" is hearing and visual is seeing. This type of aid in education is abso-



lutely necessary for all teaching, for ever to write on the black board is to provide visual aid to the learner.

Pupils can be divided into two types, the audio, or those who learn best by hearing and the visual, or those who learn best by seeing.

The audio-visual approach acts as a safeguard against verbalism, i.e., learning through reading and writing only. Rote learning through language is far from being real education while audio-visual education, being a mode of direct learning is much more effective.

Verbal learning retards the development of practical abilities. A lecture to firemen on the way of putting out a fire would not help them to do so. Experience is absolutely necessary for proper and effective learning. It can be direct, but direct experience is not easy to provide in a school. On the other hand, experience can be contrived in various ways such as the following :—

- (1) Demonstration by an expert which the pupils can observe or they can even actually participate in it.
- (2) Films showing things with movement and sound. These are audio-visual and the modern motion picture has been further enhanced by colour and depth.
- (3) Pictures, posters, graphs, charts maps, photographs, filmstrips, silent motion pictures, models, dioramas etc., and visual aids.
- (4) Gramophone records, tape-records and radio broadcasts are audio aids.

Only verbal instruction is considered to be the most ineffective way of providing education because it cannot contrive any degree of reality. The realities provided by audio-visual materials range in various degrees between actual and visual experience. For example, in learning about "Red Indians" the pupils will not only hear about them but see their pictures and a collection of materials

actually used by them. These exhibits may be real or imitation or models. These are visual aids.

Film strips and magic lantern slides provide effective visual materials. Slides can be bought or made. A teacher who is an expert photographer can prepare film strips by redeveloping and/or colouring negative photographs. An artist can make film strips by drawing on blank raw films. Filmstrips are more convenient than slides in as much as they are unbreakable and easy to carry and operate.

Episode is cheap and can be used for projecting opaque pictures. The diascope is costly.

Dramatisation, role-playing and shadow-play are audio-visual aids providing sound, motion and actual realisation of actions. Shadow play is an easy form of dramatisation in which there is now worry about scenery or costumes. Narrative poems like Rabindranath Tagore's "Pujarini" provide good material for shadow play.

Films can be obtained in 35, 16 or 8 mm. versions of which the second is mostly used in schools. Films are of different types as following :

- (1) Feature film, mostly showing full-length entertainment stories.
- (2) Documentaries, showing actual facts, places and occasions.
- (3) Educational films used for demonstrating certain subjects like history, geography, mathematics. For example, in teaching about Australia, a film can be shown about the physical features, people, industries, towns and sports, etc. of the country, or in teaching spelling the letters in a word may be made to come dancing on to the screen and sit down are after another. One difficulty in securing these film is that films are not available for the teaching of all subjects.
- (4) Publicity films, used for publicising different types of Government activities which may serve the interests of the people.



The special advantages of the use of audio-visual materials in education may be summarised as follows :—

- (1) They create greater interest and draw more attention.
- (2) They help to save time by making it possible to learn more materials more quickly and to retain them longer.
- (3) They can also stretch time for the slow learner.
- (4) They provide the nearest approach to reality.
- (5) They provide the most perfect records.
- (6) They provide universal media.
- (7) They provide standardised information.

The present position of education in our country there are some difficulties in the way of a more wide-spread use of audio-visual materials in schools.

There may be listed as following :—

- (1) Lack of materials and appliances. Charts, posters and pictures are not available for all school subjects. Imaginative teachers however, can contrive many of these quite cheaply and easily.
- (2) Lack of space in schools and the absence of a hall which can be darkened hamper the use of films, filmstrips, slides and opaque-projection.
- (3) The heavy curriculum and routine are obstacles but proper use of audiovisual materials would actually lead to economy of time and learning effort.
- (4) Want of funds. There should be some cen-

tral organisation from which schools can borrow expensive equipment and materials. The Government can also help with special grants.

Audio-visual education has been becoming popular in course of the last seven or eight years but as long as sixty years ago Swami Vivekananda had advocated this approach for mass education.

Appendix :—

A. Centres for A. V. Materials :—

- (1) T.C.M. C/o. United States Education Foundation, 17, Curzon Road, New Delhi.
- (2) National Institute of A. V. Education, Indraprastha Estate, Ring Road, New Delhi.
- (3) Directorate of Advertising and Visual Publicity, New Delhi.

B. Centres for borrowing films :—

- (1) Films Division, Government of India, 11, Chittaranjan Avenue, Calcutta.
- (2) Film Library, Government of West Bengal, 60B, Chowringhee, Calcutta.
- (3) U.S.I.S. 7, Chowringhee Road, Calcutta.
- (4) B.I.S. 5, Harrington Street, Calcutta.

Recorded by

Recorded by :—SM. PREMSADHONA SARKAR,  
Headmistress,

Brojobala Girls School, Ranaghat,  
Nadia.

## GROUP REPORT ON THE TEACHING OF ENGLISH

(Group sittings on the 21st and 22nd January, 1960, in connection with a general refresher course held under the Department of Extension Services, Institute of Education for Women).

The discussions mainly centred round the

utility and application of the "Structural Approach" in the teaching of English. The following conclusions were reached :—

At the first stage (i.e., the lowest class in which English is first introduced) the main objective



should be to teach the pupils to speak the language fluently. The graded structures should first be orally introduced and, as English is not a phonetic language, the teacher should take great care about the difficulties in pronunciation.

The pupils would be ready to learn reading after having learnt English speech.

In evaluation, oral examinations should be set to test speech and dictation may be used to test spelling. Objective type questions of several types can be set to test knowledge of structure, and vocabulary.

In the second year, in addition to more structures and vocabulary, the pupils should be enabled to understand unseen passages. Story books should be introduced to the class in this year to create and sustain interest. These books should be selected by the teacher who teaches English to this class with great care in regard to their suitability for the standard reached by the class.

Further structures and vocabulary will be added in the third year. One of the points at this stage will be to teach the various uses of infinitives. The pupils should then learn narration, use of clauses, relation of sentences and changes in the structures of sentences. Passages from the text book may be used for this purpose, pupils being required to change narration (direct and indirect) and analyse clauses. Sequence of tenses should also be taught at this stage. A percentage of marks (about 20%) may be allotted for questions from the text book.

The Deepak Readers may be used for text books along with the supplementary readers for rapid reading. The teacher should encourage the pupils to read as much as they can.

Some critical questions from the supplementary readers can be set at the time of examinations for the pupils should be able to express their ideas

at this stage. Substance of materials from text books should not be asked and unseen passages should always be used for this purpose.

A structural syllabus for teaching English has been issued for the first three years of a six years course. It is expected that pupils would be able to study simple English literature freely after this.

Evaluation procedures should be based on the objectives of teaching the subject and should include both essay and objective types of questions. Some model questions of objective type tests were suggested.

- (a) Passages for reading with comprehension questions.
- (b) True-false tests.
- (c) Completion tests.
- (d) Multiple choice tests.
- (e) Matching tests.

Suggested reading for teachers for a class idea of the structural approach — "Living English Speech" by W. Standard Allen.

*Group members :—*

- Chitraklekha Sen
- Howrah Girls School.
- Bela Sanyal
- Howrah Girls School.
- Kalyani Mitra
- Howrah Girls School.
- Lily Saha
- Subhas Chandra Girls. School, Dhubulia.
- Santi Nundy
- Salkia Balika Vidyalaya.
- Mother R. Rosario
- Loreto St. Mary's Girls School.
- Kalyani Sengupta
- Sri Aurobindo Balika Vidyalaya.
- Premadhona Sarkar
- (Recorder) Brojobala Girls School.
- Sadhona Gupta
- (Consultant) Sakhawat Memorial Girls High School.

## GROUP REPORT ON THE TEACHING OF SOCIAL STUDIES

Group meetings of teachers of social studies, from amongst the participants in the general refresher course for teachers of secondary schools organized by the Department of Extension Services of the Institute of Education for Women in January 1960, were held on the 21st and 22nd January 1960 to discuss the objectives and methods of teaching and evaluating the subject.

Social Studies is a new subject introduced as a "core" subject in the syllabus for higher secondary schools to provide the very essential cultural background and knowledge of social life in communities for the pupils.

A few of the objectives for the teaching of this subject were discussed. This subject should provide grounds for the cultivation of proper attitudes for citizenship and the development of awareness and social consciousness. Materials of History, Geography and civics are combined in it into a single integrated background course in order :—

(1) To help the child to appreciate the integrity of all the elements of his environment, to feel himself to be closely associated with the past and present struggles and achievements of mankind and to contribute towards the future progress of civilization.

(2) To give training in good citizenship.

(3) To help understanding of human relations by providing those elements of social education that can no longer be fully supplied by the home environment.

(4) To foster attitudes to knowledge, life and learning that are appropriate for the present days and especially to promote understanding of all history and all human experience as a process of change and development.

(5) To foster the development of spontaneity, self-reliance, flexibility of mind, clear thinking, reasoning, judgement, tolerance, initiative, sense

of responsibility, articulateness, sense of adventure in outlook, courage in the face of new problems, enjoyment of creative activity, world-mindedness and a philosophy of life.

Seeing that this is a training and attitude and habitforming subject, some methods were suggested which were flexible and interesting, provided ample opportunities for pupil-initiative and learning through practice. These methods have been actually tried out by the teachers and have proved to be satisfactory. They were as following:

1. Workshop method based on democratic procedure.
2. Project method.
3. Dramatisation and role-playing.
4. Debates.
5. Activities—field trips, excursions, making of charts, maps, models, scrapbooks, posters.
6. It is expected that active participation in the learning process would lead to better comprehension and retention of materials and develop the qualities stated amongst the objectives.

Certain new types of tests were discussed for testing and evaluating the new type learning outcomes achieved through the above methods but the group did not have sufficient time to develop them properly.

Gouri Bhaduri

—Rajkumari Memorial Girls' School

Kalpana Roy

—Krishnagore Girls' School

Arunima Ghose

—Loreto St. Mary's R. C. Girls' School

Mother Monica

—Loreto St. Mary's R. C. Girls' School

Pramila Das

—Howrah Girls' School (Recorder).



## GROUP REPORT ON THE DISCUSSION OF PROBLEMS IN THE TEACHING OF CIVICS AND ECONOMICS

*(Group sittings on the 21st and 22nd January, 1960 in connection with a general refresher course held under the Department of Extension Services of the Institute of Education for Women).*

### *Working Paper :—*

(A statement of problems received from the participants).

1. The course is vast and the time allotted on the time table is insufficient.

2. Some practical work should be obligatory for the pupils. The reading of at least one newspaper should be prescribed and some sort of record of current events should be maintained.

3. There should be excursions to places of economic interest and funds should be set apart for the purpose.

4. Ways and means for creating interest in the subject should be devised.

5. The following topics are too difficult to be included in a school course — Individualism, Socialism, undeveloped economy, international trade, unemployment, changing the face of the rural areas through cooperative movement, over-population and the need for a population policy, industrial development in a mixed economy, order of priority and relative importance of the public and private sectors.

### *Recommendations :—*

The group made the following recommendations regarding the above problems. The numbers on the margin indicate the numbers of problems as above. Economics is a difficult subject, but, at the same time, it is interesting. Besides, it is necessary that the pupils who are the citizens of the future should have some knowledge of the economic development of their own as well as of

other countries of the world. On the other hand, a knowledge of civics will enable them to participate in the successful functioning of our democracy. With these objectives in view, the teacher should try to explain the topics lucidly.

(1) But the course is so vast and the time allowed so short that it will not be possible to explain clearly if the number of pupils in a class is too large. The classes, therefore, should be limited in size. Besides this, the teacher of Economics should not be made to teach other subjects like English, Mathematics, Home Science etc. They should also be given sufficient free time for preparation. As the course is vast and time short, only a general knowledge can be given to the pupils. It will not be possible for the teacher to enter into details. The questions for examinations also should be therefore set in a general way and so that the standard demanded may not be too high, these should be set only by teachers of higher secondary schools to actually teach the subject.

(2) Pupils should be encouraged to read daily newspapers and to keep diaries of daily news relating to economic and political topics. Maintaining of bulletin-boards and class economic and political journals may be useful and interesting.

(3) Excursions to various places of economic interest are essential and the following have been suggested :—

(a) To different type of factories like Bata, Dunlop, Bengal Chemical, Jute Mills, Engineering works to show different types of industries, factories and details of industrial organisation and the efficiency of division of labour.

(b) To industrial centres like Durgapur, Chittaranjan, Tatanagar etc. to enable the pupils to have a clear idea of the development of industry.

(c) To the D.V.C., Mayuraksi, etc. to enable

them to have a clear idea of the various development projects.

- (d) To the Calcutta Port to give the pupils a knowledge of trade and commerce. Banks and the Stock Exchange may also be visited.

Funds should be granted for excursions for pupils of Civics and Economics in the same way as funds are given for equipment for Science.

- (4) To make the study of political and economics problems interesting by making them real and clear the following devices may be adopted.

- (a) Dramatisation, role playing (through mock-Parliament, mock elections etc.) and debates in class rooms.

- (b) Use of Audio-visual materials like films, charts, models etc.

- (5) There has been a suggestion that some of the most difficult topics should be omitted from the higher secondary school syllabus. There is no doubt about the fact that the subjects are difficult but it is also true that the study of economics and civics would lose much of its value if these important topics were omitted.

The teacher should therefore, try to make these topics interesting and easy by giving vivid examples from the present Indian conditions. Synopses of topics with their various points clearly stated may be given beforehand to the pupils.

*Evaluation :—*

The Board of Secondary Education of West Bengal is of the opinion that objective type of questions should not be used in the testing of attainment in elective subjects. But we are of the opinion that these should be used to same extent at least in classes IX and X for internal assessment.

Questions for examinations both internal and external should be set in general terms only.

In examining the papers stress should be on the basic knowledge of the topics than on anything else.

*Group members :—*

Basalata Saha

—Rajkumari Memorial Girls School.

Ila De—(Recorder) Howrah Girls School.

Sreelekha Chakravarti

—(Consultant) St. John's Diocesan Girls High School.

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### LIST OF TEACHERS

(Awarded Certificates in General Refresher Course — 16.1.60 — 22.1.60)

*Baniban Girls' School*

Anjali Sengupta

*Brajabala Girls' School*

Premsadhona Sarkar (Hd. Mistress)

*Chittaranjan School for Girls*

Manisha Dasgupta

Ira Ghatak

Gitika Guha

*Devendra Balika Vidyalaya*

Sneha Dasgupta

*Howrah Girls' School*

Chitraklekha Sen

Mira Mukherjee

Ila Dey

Bela Sanyal

Manjusri Ghose

Pankajnalini Pande

Anita Nundy

Kalyani Mitra

Krishna Dasgupta

Pramila Das

Bina Chaudhuri



*Krishnagar Girls' School*

Anima Bose  
Kalpana Roy

*Rajkumari Memorial Girls' School*

Asru Roy  
Gouri Bhaduri  
Basalata Saha

*Loreto Girls' School (Entally)*

Arunima Ghose  
Santwana Bhattacharya  
Mother Monica (Hd. Mistress)  
Mother J. Rosario

*Salkia Balika Vidyalaya*

Santi Nundy (Hd. Mistress)

*Sri Aurobindo Balika Vidyalaya*

Kalyani Sen

*Prabartak Nari Mandir*

Pratima Das

*Subhas Chandra Girls' School*

Lily Saha (Hd. Mistress)

— : o : —

## LIST OF MEMBERS AT GROUP SITTINGS

*BENGALI*

Anjali Sengupta .. ..	Baniban Girls School
Pratima Das .. ..	Prabartak Nari Mandir.
Asru Roy .. ..	Rajkumari Memorial Girls School.
Sneha Dasgupta .. ..	Howrah Girls School.
Anita Nundy .. ..	Howrah Girls School.
Bina Chowdhury (Recorder) ..	Howrah Girls School.

*ECONOMICS*

Basalata Shaha .. ..	Rajkumari Memorial Girls School.
Ila De (Recorder) .. ..	Howrah Girls School.

*SOCIAL STUDIES*

Gauri Bhaduri .. ..	Rajkumari Memorial Girls School.
Kalpana Roy .. ..	Krishnagar Girls School.
Arunima Ghose .. ..	Loreto St. Mary's R. C. Girls School.
Mother Monica .. ..	Loreto St. Mary's R. C. Girls School.
Pramila Das (Recorder) .. ..	Howrah Girls School.

*HISTORY*

Ira Ghatak .. ..	Chittaranjan Girls School.
Monisha Das Dasgupta .. ..	Chittaranjan Girls School.
Uma Manjula Nag .. ..	Ballygunje Siksa Sadan
Mira Mukherjee (Recorder) ..	Howrah Girls School.
Krishna Dasgupta .. ..	Howrah Girls School.

## GEOGRAPHY

Gitika Guha .. ..	Chittaranjan Girls School.
Manjusri Ghose (Recorder) .. ..	Howrah Girls School.
Santwana Bhattacharya .. ..	Loreto St. Mary's Girls School.

## THE PROGRAMME OF THE GENERAL REFRESHER COURSE

## SUBJECTS

## CONSULTANTS

Problems of Discipline	Dr. Miss R. Ghose, Principal, Gokhale Memoriaal Girls School and College.
Maintenance of Cumulative Records Cards	Prof. K. P. Chowdhury, Director, Bureau of Educational and Psychological Research, David Hare Training College.
Methodological Reform, New Aims of Evaluation	Prof. D. Mahanta, of the Bureau of Educational Psychological Research.
Projects in Schools	Mrs. S. Dutt, Asst. Professor, Institute of Education for Women.
Audiovisual Aids in Teaching	Principal A. K. Mukherjee, R. M. Training College, Belur, Howrah.
Problems in Education and Evaluation	Dr. Miss P. Das, Regional Representative, United States Education Foundation.

There were subjectwise group-sittings on methods of teaching and evaluation as following :—

## SUBJECTS

## CONSULTANTS

English	Mrs. S. Guha, Asst. Teacher, Sakhawat Memorial Girls High School.
History	Miss A. Ray, Lecturer, Institute of Education for Women.
Geography	Mrs. I. Das, Lecturer, Institute of Education.
Economics	Mrs. S. Chakravarti, Asst. Teacher, St. John's Diocessan School.
Social Studies	Mrs. Pramila Das, Asst. Teacher, Howrah Girls School.
Bengali	Mrs. K. Karlekar, Co-ordinator.

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*"We have found that the workshop creates changes in the individual that make him not only a better person and a more effective teacher, but a person whose relations with his students will be more wholesome and productive".*

(The Workshop Way of Learning, by Earle C. Kelley)



# REPORTS OF THE SECTIONAL MEETINGS IN THE SEMINAR ON THE IMPROVEMENT OF TEACHING METHODS HELD ON THE 18th, 19th AND 20th JANUARY, 1960.

## 1. MATHEMATICS

Sm. Saritbashini Roy, teacher of Mathematics of the Brahmo Balika Siksalaya presided over the meeting and Sm. Uma Ghose, lecturer Institute of Education for Women acted as consultant.

Sm. Uma Ghose opened the discussion by saying that, in the opinion of the general lot of people, the methods of teaching mathematics as taught in the B.T. course are extremely mechanical and detached from real life. The trained teachers, therefore, never apply these methods in their classes.

Sm. Mira Mitra (B.T. student) stated that charts, models and paper-cuttings used in class-teaching were sometimes useless and gave an account of her experience when teaching  $(a-b)^2 = a^2 - 2ab + b^2$  in an Algebra class she failed to teach the pupils with paper-cuttings but succeeded when she used the ordinary multiplication method.

Sri D. Mahanta (Bureau of Educational and Psychological Research) agreed that it was not necessary to demonstrate an algebraic theorem geometrically when there are easier methods in Algebra itself. The Herbartian steps used in the B.T. lesson plan were too mechanical and inapplicable to the teaching of Mathematics for which analytic and neuristic methods were suitable. The way of doing the practice teaching in the B.T. colleges for one month in the middle of the course is defective. The method of the German training colleges where practice started after theory had been learnt was recommended. The

critics should visit full periods during practice teaching and, later, discuss the merits and defects of the lessons with the students. Lesson plans should be shorter and more elastic.

Sm. Uma Ghose was of the opinion that the critics do visit as many of the classes as they can manage and that practice teaching does not start before reasonable progress has been made in theory. But she felt that there should be more demonstration lessons and close relationship between lecturers and B.T. Students and also that the month's practice teaching of each student should be integrated into the programme of the practising school.

The president stated that if the B.T. students select their methods rationally and logically from amongst the various ways they learnt then they will never be at loss in teaching their classes. The teacher who has a thorough knowledge of the subject will be capable of planning intelligent and thought-provoking questions and through these questions, will be able to measure the knowledge of her pupils and present her lesson successfully.

Sm. Jyotsna Biswas was of the opinion that the lengthy and mechanical planning of lessons by B.T. students retarded the progress of teaching in schools. What was worse was that they did not accept the usefulness of charts and models. Introduction of the activity principle would have led to a natural development of such aids.

Prof. K. S. Gupta (Calcutta University) said that the failure of the B.T. Methods was not due so much to the technical defects of the methods

as to the fact that trained teachers never accepted them as real and useful.

The president added that the heavy and abstract curriculum of mathematics also had much to do with the failures in teaching. The syllabus was unrelated to life. For example, she said that certain problems of H.C.F. and L.C.M. should never be taught before the pupils were made familiar with simple algebraic equations and that fractions with denominators of more than two prime factors had no use. Such mathematical

problems as have no connection with real life and correlation to child psychology should be dispensed with. Trained teachers should be encouraged and insisted upon to use apparatus and experiment with methods. The training colleges should organise symposia and training courses for teachers of mathematics. They should also exert their influence for the modification of the syllabus and the system of examinations.

The meeting ended with thanks to the president and the participants.

(Recorded by U. Ghose).

## 2. ENGLISH

The group for English, presided over by Sm. Bani Sarkar, Vice Principal, Deenabandhu Andrews College, was a large one. The discussions were lively and interesting but a rather depressing picture of the teaching of English in the State emerged out of them.

Mrs. Sarkar opened the discussion by saying that there were two types of problems facing teachers of English in the country. The general ones, the ones relating to syllabus and examination reform, whether the teaching of English should be limited or not in view of the dearth of properly qualified teachers and so on. These depended for their solution on the powers that be and apart from trying to move them by the pressure of united opinion, there was very little that teachers, teachers' associations or the Departments of Extension Services could do. The other problems were the practical day to day ones of increasing the teaching efficiency of teachers, production of teaching aids and so on. The training colleges are doing valuable work in this direction. The Departments of Extension Services have organised courses for the in-service training of teachers. They may be requested to initiate the production of gramophone records of poems to be taught in schools and also other aids to help the teacher to create the right linguistic environment.

In view of the parental demand for English and, at the same time, the lack of teachers, it seems apparent that the existing agencies are unable to cope with the magnitude of the problem although they are doing their noble best. The Central Institute of English was set up last year to cope with this problem. When C. D. Deshmukh visited the institute, he commented that regional institutes on the same lines were necessary. There is already a language teaching Institute at Allahabad. Mr. Weaver of the British Council, at a meeting of the West Bengal English Teachers' Association, a few days ago, mentioned the need for a similar institute in West Bengal. An institute of this kind could devote itself exclusively to the special problems of the teaching of English in the State.

Some parts of India such as Madras, Bombay and Allahabad, had accepted the need for a structural syllabus as being in accordance with the latest practice with regard to the teaching of English as a foreign language, and structural text books were in use. In West Bengal, however, only a very limited number of schools were teaching according to structures. At present we have either the old text books meant for children learning the language as a mother tongue or else textbooks following the translation method. No widespread change was possible unless a



structural syllabus was introduced at the State level.

Sri J. Ganguly of the Calcutta University felt that training colleges were sending out teachers trained in good teaching methods. It would be interesting to know why they failed to apply these.

It appeared from replies to this point that trained teachers were able to put into practice what they had learnt if they were fortunate regarding the school in which they served, but more often they had to fight a losing battle with an adverse environment. Large classes were not conducive to good language teaching and children brought up on the translation method did not take kindly to any other. Pupils were sent up from the lower to higher classes with weak foundation in English where good teachers could do nothing with them as the syllabus had to be covered. Children were often reluctant to learn English. The standard of English deteriorated in the higher classes—spelling was appalling and sentence construction beyond their reach. The new secondary course was mentioned. As no questions were set on the books it was found that the books were not bought until almost the end of the course, the pupils did not pay any attention to them and seemed to forget whatever English they had learnt.

Mrs. Sadhona Guha of the Sakhawat Memorial Girls' High School suggested, as a helpful practice, what was being done in her school. The school buys the books and keeps them in the library. The teacher sits with the pupils and sees that the books are read. Internal examinations setting questions on the books are held.

At the United Missionary Girls' High School, the class was divided into companies, questions were asked on about fifteen pages at a time and points given to the companies accordingly, a spirit of healthy competition being generated and encouraging the reading of books. Reading competitions were also held and had the same positive results.

The following concrete proposals were made :

(1) Regular courses should be organised for English teachers and compulsory training be given to those teaching it. At present, the courses were few and far between.

(2) English should be introduced lower down in school classes.

(3) Better teachers should be provided in the lower classes so that a firm foundation is laid.

(4) Two types of English courses be provided in the schools—lower one for those who will not go up for higher education and a higher course for those who will continue their studies after school.

(5) Headmasters and headmistresses should initiate monthly meetings of English teachers so that the work done in different classes and in different sections of the same class may be properly initiated.

(6) The structural syllabus should be made more generally known to English teachers by organising more courses on it.

(Recorded by B. Sarkar)

### 3. HISTORY

Sm. Hashi Adhikari of the United Missionary Girl's High School was on the chair in this group. She invited the participants to discuss the nature of difficulties experienced by them in teaching classes and to make concrete and practicable suggestions to improve methods.

The difficulties pointed out could be divided into the following categories :—

- (1) The attitude of the pupils.
- (2) The syllabus.
- (3) The time factor.

- (4) Inadequacy of equipment.
- (5) Pressure of work on the teachers.
- (6) Number of pupils in a class.

The attitude of the pupils which is a vital factor in the teaching of any subject was largely determined by the fear of examinations. They devoted more attention to preparing answers to questions than acquiring comprehensive knowledge of the subject. Moreover, they did not attach sufficient importance to history which they considered as a comparatively easy subject. In some schools failure in history and some other subjects does not stop promotion as failure in English and Mathematics does. The cumulative effect of all this is a general apathy of pupils towards history which damps the earnestness and enthusiasm of teachers.

The syllabus is so extensive that the application of modern methods cannot be even thought of. Moreover, some topics are too difficult for school pupils and teachers get hardly any time for preparation.

The number of periods allotted to history is extremely inadequate even for just covering the syllabus not to speak of doing justice to the subject.

Lack of proper library facilities stand in the way of good teaching and maps and charts are available in only a few schools.

The heavy pressure of work upon teachers do not leave them any time for adequate preparation.

The large size of the classes hamper good teaching.

There was, then a short discussion about questioning in a lesson and it was suggested that questions at the introductory stage should be adequate for drawing out the previous knowledge of the pupils and those during the presentation should not be so numerous as to hamper narration. Questioning at the recapitulation and application stages posed a problem because it was felt that

there would be no time for answering essay type questions but objective type questions would not test the ability of the pupils to organise the subject matter.

The following suggestion were made for the improvement of teaching :—

(1) Teachers of history should develop habits of wide and deep reading. The school authorities should consider reducing their work-load and provide facilities for reading. The staff library should contain good text books and standard reference books. The syllabus for history should be made lighter if possible.

(2) Teachers under training and in service should learn how to prepare charts, maps, models etc. for the purpose of concretisation. A special history room should be furnished where the equipment should be stored from year to year.

(3) In the training colleges more attention should be paid to train history teachers in practical work like how to guide pupils in maintaining history note books, map books diagrams sketches etc. Picture note books in which collections of historical pictures, paintings etc. are kept should be displayed. Story books with authentic stories of historical personages events and episodes should be maintained. The United Missionary Girls High School is experimenting on these things with satisfactory results.

(4) Teachers of history under training should cultivate the power of speaking in an easy, natural and lively manner. "A history teacher should be a good story teller." Debates and discussions on important historical happenings and lectures on selected topics by B.T. students should be organised by training colleges in place of class room lectures.

(5) Teachers should try the assignment method which is being used successfully by Howrah Girls' School and some other schools or Group method



which is giving satisfactory results in the Chittaranjan Girls' School.

The above are suggestions about techniques and it should be remembered that successful teaching of history like that of any other subject depends on the atmosphere in the school also on the native capacity of the teacher. "The method of teaching history is essentially personal". Teachers of history should be able to re-orientate methods to their own specific needs.

The participants also came to the conclusion that the days when pupils held that "there is no duller subject than history" are over and that, given time and opportunity, enterprising teachers of history could make the teaching of the subject delightful purposeful.

The meeting ended with thanks to the president and the participating teachers.

(Recorded by Sm. A. Roy)

#### 4. HINDI

The Hindi Group was convened by Sm. Bimala Majumdar and Prof. Umapati Trivedi of the Calcutta University was the Guest-in-chief. The participants in the discussion were Sm. Banalata Devi of Binodini Girls' School. Sm. Namita Das of Duff Girls' Junior School and the students of Hindi methods of the Institute of Education for Women.

Hindi is taught in two ways in the State of West Bengal (1) As the major language for these whose mother tongue is Hindi. (2) As the Federal language.

The most important difficulties faced by the teachers of Hindi were enumerated as below :—

(a) Books on the methods of Hindi teaching are difficult to obtain and the teachers have to fall back upon the few that are available irrespective of their quality and contents.

(b) The five Herbartian steps followed in the standard B.T. lesson plan are not suited to the teaching of Hindi and make the lessons too rigid and mechanical. Three steps (Preparation, Presentation and Application) are enough for a good Hindi lesson.

(c) The selected text books are either too easy or too difficult for the pupils. The Text Book Committee should rectify this defect.

(d) In the method of teaching generally followed there is very little scope for appreciation of language. Complicated metaphors being explained in the presentation stage through questions and answers mar the beauty and splendour of the pieces taught. Direct explanation would have been much more interesting.

(e) Practice teaching by B.T. students becomes difficult because of non-availability of suitable teaching material. By the time practice teaching begins the courses have been nearly completed.

(f) Equipment like maps, charts etc. are not easily available in Hindi. The English ones can serve in the higher but not in the lower classes.

(g) It is impossible to give individual attention to pupils in classes of 40 or 50.

(h) Some girls from other states attending Hindi schools suffer from difficulties in pronunciation and spelling.

The recommendation of the group in regard to the above were as following :—

1. The standard of text books should improve.
2. The weaker and stronger groups of pupils in a class should be separated.
3. Promotion should not be given to girls who fail in Hindi.
4. Hindi being the Federal language due recognition should be given to it throughout the state. It should be introduced along with Bengali from class one.

# Review of Work

The general financial as well as the school year ended in the last quarter. Looking back at it we find that our experiences were mixed, but the good so far outweighed the bad that our hopes seem to have been well-pinned on our schools and their teachers. They appear all the more rosy when we consider that they had spread their wings over a period of transition attended by its natural backwash of disorganisation. This leaves us in no doubt whatever that we deal with a responsible community with a keen interest in work.

The "Education Week" of the Institute of Education for Women and its Department of Extension Services was a grand success this year. The response from teachers was beyond expectation and the work done by them was as copious as it is expected to be useful.

The Annual Conference of teachers of Social Studies was held on the 16th January, 1960 with Mrs. N. Das, Principal, Institute of Education for Women and Director, Department of Extension Services on the chair. A new draft syllabus prepared by the Board of Secondary Education of West Bengal was discussed and found to be generally unacceptable. A committee of eight teachers was formed to frame a suggestive syllabus of genuine Social Studies. This committee met in February and, instead of framing a new syllabus decided to support the first syllabus of the subject prepared by the Board of Secondary Education.

The Annual Conference of teachers of English was held on the 17th January under the chairmanship of Prof. N. K. Siddhanta, Vice-Chancellor of the Calcutta University. Miss A. G. Stock, Head of the Department of English was the guest-in-chief.

A three-day seminar on the 'Improvement of Teaching Methods' was held on the 18th, 19th and 20th January, 1960. It started on the 18th with a general session under the chairmanship of Prof. K. K. Mukherjee, Head of the Department of Education of the Calcutta University. Group meetings for detailed discussions on the teaching of English, Bengali, Hindi, Sanskrit, History, Geography, Science and Mathematics were held simultaneously on the 19th under the presidentship of experienced school teachers with lecturers of the Institute as consultants. The reports of the groups' findings were presented at the last general session of the seminar held on the 20th with Dr. S. P. Chatterjee, Dean of Education of Calcutta University on the chair. About 250 teachers and students, of training colleges participated on each of three days.

A symposium on Art in Education was held on 21.1.60 under the chairmanship of Prof. Chintamani Kar of the Government College of Arts and Crafts, Calcutta. Several teachers of arts and crafts from schools and training colleges participated in the discussions before an audience of about 200 teachers and students.

A general refresher course for heads and teachers of secondary schools was held from Saturday, the 16th to Friday, the 22nd (both days and Sunday inclusive) January, 1960. There were thirty participants to whom certificates were awarded on the 22nd by Sri A. K. Sarkar, A.D.P.I., West Bengal.

The Zonal Conference of the Directors and Coordinators of Extension Services in the East Zone (Behar, West Bengal, Assam and Orissa) was held at Ranchi on the 13th and 14th February, 1960. When the future programme of work along with some administrative problems were



discussed. Sri Mathur attended the conference on behalf of the Directorate of Extension Programmes for Secondary Education.

A Workshop of Co-ordinators of Extension Services from all over India was held from the 29th February to the 9th March in Delhi. Various new types of activities were discussed and a refreshing exchange of opinions and ideas from all quarters of the country revived drooping spirits.

The Cumulative Record Card was discussed under the guidance of Sri K. P. Chowdhury, Director of the Bureau of Educational and Psychological Research at a meeting held on the 22nd March at the Howrah Girls School. Fifty teachers from this and other girls' schools in Howrah attended.

The Co-ordinator met the heads and members of the staff of several schools in Calcutta to discuss some new activities for the session 1960-61.

We are happy to announce that the Directorate of Extension Programme for Secondary Education, Ministry of Education, Government of India, has selected St. John's Diocessan Girls' School for inclusion in a scheme "to strengthen selected multipurpose schools in respect of special equipment and technical guidance in the organisation of practical courses, especially in commerce."

The Diocessan School will receive some equipment and Dr. (Miss) I. R. Wells of the Ohio University team now working with the T.C.M. will advise and help the school with its programme of work. In this connection she will pass some days in April, with the school.

We hope that, in course of time, other schools with emphasis on various other streams will also be chosen for development as model schools, and,

having been so chosen, they will gradually help to raise the standard of education in our country; for we know so many good schools continually striving towards the better with no other help than their own devotion and idealism.

I would have been happy to close this review on this note of hopefulness had not the ugly head of rowdyism raised itself at the Intermediate Examinations held recently. We, whose work mainly lies with secondary schools cannot wash our hands of all responsibility by saying that these were college students. College students are developed by schools and, as a matter of fact, the contributions of the schools to the character of these students are much greater than those of the colleges and what is more, is that the day is not far when the whole responsibility of these Intermediate standard students will lie with schools.

Many things have been said in condemnation of the student community most of which, in reality, point to our failure to do our duty. Worse conditions prevail in battlefields, yet soldiers carry on while we on the educational front, seem to have deserted the breach.

How many of us can say that we have not inculcated "rote" from the early days of school? How many can say, that we do not touch "cram" books and nor allow our pupils to use them? How many can say that in the last two years of school we have not held up the examinations as the sole aim of education before the pupils?

Honest answers to these questions would stagger even the staunchest optimists. Have we, however, really reached the land of no return or can a way be found even if it be as sharp as the razor's edge?

— KALYANI KARLEKAR.

## STATEMENT OF PARTICULARS

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I, Kalyani Karlekar, hereby declare that the particulars given above are true to the best of my knowledge and belief.

K. KARLEKAR



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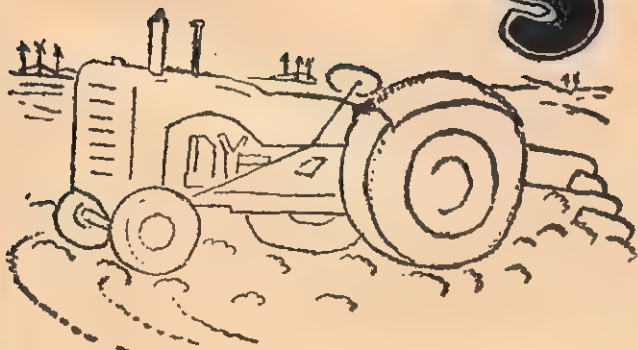
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— *Please write an article on the methods used by you so that others may profit from your example.*



# TEACHERS'

# QUARTERLY



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# Teachers' Quarterly



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EDITORS :

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Kalyani Karlekar

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# *Teachers'*

## *Quarterly*

### **Foreword**

We approach the schools again after the summer vacation during which we held four parallel refresher courses on English, Civics and Economics, Psychology and the Maintenance of Cumulative Record Cards.

Sixty-four teachers, including seven headmistresses attended the courses. Details of these will be found in the reports in the journal and from the Co-ordinator's review at the end. I was more or less an interested spectator and used this vantage point of slight detachment to the fullest by entering into discussions with the participants as well as the consultants of the various courses. What struck me most was the genuine enthusiasm with which the teacher and the taught alike worked hand in hand in co-operation with each other and grappled with educational problems of the utmost importance in the present day field of secondary education.

The teaching of Economics and Psychology to tender-age schools pupils in such a way that they can understand and appreciate the subjects in relation to the concrete facts of their experience, against the background of real life-situations and yet gradually learn to master some of their laws and principles is one of the important problems of the multipurpose schools to day. It is only by solving



such problems adequately and not be making our boys and girls memorise books of Psychology or Economics instead of history or Geography, that we can really upgrade our secondary schools.

Again, the maintenance of cumulative record cards is an imperative that we must obey if we really want to reform the educational objectives in our schools. If the aim of education is all round development of the pupils and not merely the mastering of some fact or information then we cannot measure its success by theoretical examinations alone. A comprehensive evaluation of a pupil's progress is an essential requirement of progressive education.

Last but not the least, we have to stem the tide of the lowering down of the standards of English in our schools so that we may not be deprived of the benefit of thousands of standard books in English on various subjects which our own language cannot replace for many years to come and also may not lag behind in the international cultural world. This may be made possible only if our teachers themselves are better grounded in English and better acquainted with up-to-date techniques of teaching English as a foreign language.

These were the reasons why we were advised by our participating schools to hold courses in these subjects in preference to others. It was obvious that the participants as well as the consultants were well aware of the importance of the subjects. Actual problems of day to day teaching were discussed by them—not a set syllabus to be 'covered' for external examination.

But, even so, a snag remains. It is not enough that burning problems of schools should be realised, discussed and solved theoretically. The ideas gathered must be given shape to in action before any concrete good can result. There are difficulties standing in the way, no doubt some of them are very serious. But we must all try to solve them together. Our appeal is to the headmistresses and other authorities of the schools concerned to give the teachers facilities to put the new principles into practice. We are ever ready to procure and provide help in case of difficulties.

NALINI DAS

# MAINTENANCE OF CUMULATIVE RECORD CARDS

*(A report on the training course held under the auspices of the Department of Extension Services, conducted by the Bureau of Educational and Psychological Research of West Bengal)*

The course began on Monday, the 30th May, 1960 with an introductory discussion by Sri K. P. Chowdhury, Professor-in-charge of the Bureau of Educational and Psychological Research. The current method of keeping pupils' records was discussed and the following suggestions were made regarding the maintenance of the Cumulative Record Card :

- (a) This should be maintained on the cumulative principle.
- (b) Complete suggestions for parents may be recorded after diagnostic tests.
- (c) Information on personality traits should be entered.
- (d) Attainments with ranks in different subjects should be entered in graphic form.

A discussion on educational objectives was held in the afternoon under the guidance of Prof. D. Mahanta of the Bureau of Educational and Psychological Research. He emphasised the need for replacing the system of examinations with that of evaluation and made the following suggestions about the principles of the new concept :—

- (a) The total development of all personality traits may be evaluated through the process of teaching itself.
- (b) Perfect consistency should be maintained between the methods of teaching and evaluation.

- (c) In the teaching of every subject stress should be laid on knowledge, activity and appreciation (emotion) for the purpose of developing social and cultural contributions by the pupils.

The objectives of teaching were then listed as following :—

1. Knowledge of terms and concepts.
2. Mastery of related skills.
3. Acquaintance with basic facts.
4. Understanding of relationships involved (reasoning).
5. Power of application of the above four in actual situations (expression).
6. Development of interests and attitudes.
7. Development of personality traits.
8. Improvement of the power of expression with reference to the subject.
9. Method of work followed and useful habits formed.
10. Nature of contribution of the pupils (output).

Mrs. Karlekar took up the question of learning experiences in the morning of the 31st March. She mentioned the three facets of the process of educating as objectives, learning experiences and evaluation. The introduction of the Cumulative Record Card was a step towards the replacement of the traditional examination by the measurement of the total development of pupils.

The development of a pupil depended primarily on his learning experiences or the process or methods used by the teacher. The ten objectives of education given by Prof. Mahanta were then



taken up on explained with examples from four subjects, viz., English, Bengali, History, and Geography.

It transpired from the discussions that the democratic activity and workshop methods were preferable to the orthodox type of classroom teaching and, after the inevitable initial difficulties, provided relief to overburdened teachers.

In the afternoon Prof. K. P. Chowdhury criticised the traditional 'progress report' and discussed the value of the Cumulative Record Card in the following manner :—

1. The current methods of presenting progress reports were meaningless.
2. The C.R.C. provided information of an all round progress including interests and personality traits of a pupil with suggestions for improvement. If properly maintained, this would be thoroughly dependable.
3. The educational guidance possible through the C.R.C. was more important than Class teaching.
4. This type of personalised recording was badly needed now when education was becoming too impersonal and mechanical.
5. The C.R.C. would help, first, to reorganise the current system of external school final examinations and then, to abolish them altogether. The first stage in this process would be to stagger and distribute non-examination subjects and reserve 25% of the marks for the examination subjects for internal assessment.
6. The introduction of the C.R.C. meant that teaching and evaluation would go hand in hand.
7. The C.R.C. was primarily a confidential document but parents could be informed about its contents if necessary.
8. When fully developed, the information in the C.R.C. could be used for job emplacement.

Copies of the C.R.C. were then distributed and studied in details.

The recording of attainments in different school subjects was taken up in the morning of the first June. Entrees should be made over a year. These could be recorded broadly on averages of widely spaced examinations or specifically on frequent tests. Subjects could be taken separately or in groups. Pupils should not suffer on account of unavoidable absences if the averages were worked out on the basis of the actual number of examinations or tests in which each had appeared. Emphasis, however, should be laid on regularity of attendance.

Each pupil should be ranked separately in subjective and objective tests and raw results of objective tests should never be used for ranking. In such cases ranking should be on the basis of essay and short answer type tests.

The rated personality traits in the C.R.C. should provide a key to personality development. Co-curricular activities should be encouraged for this purpose. All pupils need not take part in all activities but every one should have some activity. The development of personality has great transfer value in education as well as in the community.

In the afternoon, the participants were divided into three groups to work together to discuss definitions of interest and personality traits, to list persons who should be responsible for rating these and to decide how many times ratings should be made. One group worked on interests and the other two on personality traits. Prof. Chowdhury explained the difference between interests and attainments and mentioned that though the development of verbal and number abilities might be recorded in the orthodox type of school reports, there was always the danger of interests, personality traits and physical health being neglected.

It was decided that the teacher taking the largest number of periods in a class should be the

fittest person to be made responsible for the rating of that class.

Group work continued on the 3rd June, 1960 with the discussion of interests and personality traits. Prof. Chowdhury explained the principle and techniques of measuring personality traits. Of the three methods, viz., (i) Projective Method, (ii) Inventory Method and (iii) Observation and Rating Method, generally used for the purpose, the last mentioned was considered to be the best. Observation however, must be controlled and under normal situations.

Rating should be objective and reliable. The main difficulties standing in the way of objectivity were the 'halo' effect and preconceived concepts of the traits. These varied from person to person and pupils' behaviour differed in different situations and with different teachers. Agreed definitions of the traits should, therefore be developed and pupils should be observed in different situations by different teachers from inside and outside the class room.

Independent rating of a whole group of pupils with only one trait at a time should be done by each teacher concerned.

The three-point scale was introduced for general use in the present conditions. The five-point scale offered more specific rating while the seven-point was considered as the maximum.

Under the present conditions of class-teaching a large number of average pupils would have to be marked as 'not rated', but teachers must develop learning situations so that each could be eventually noted and rated properly. Ranking in academic achievement could be taken up immediately. Six monthly round-table conferences should be held for rating each group of pupils.

Methods of evaluation of attainment were taken up in the afternoon. The first step was to prepare

the scales. Various points should be considered for this, e.g. — What were the objectives to be served by them? What specific things were to be measured? What types of questions should be used to cover which parts of the learning? etc.

The syllabus and the way it was covered constituted learning experiences. These should first be sampled out and types of questions classified. Setting of a single type of questions did not serve all the purposes.

The following measures should be taken to make the construction of tests scientific —

- (a) Analyse attainments in the light of objectives.
- (b) Distribute weightage amongst these objectives.
- (c) Describe objectives into learning experiences.

The main defects of the essay type question were —

1. The number of questions on a paper was inadequate.
2. The language of the questions was ambiguous.
3. Both the question paper and the manner of scoring were subjective.
4. Marks were allotted to each question without indicating how these should be distributed in scaling.

The three following types of questions should be used to make the evaluation of attainment more objective :—

- (a) The subjective or essay type.
- (b) The short answer type.
- (c) The objective type.

Interest was taken up by Prof. K. P. Chowdhury on the morning of the 4th June. He said it was a spontaneous tendency to be drawn towards



a particular object or idea, to get absorbed in it and derive satisfaction from such absorption. Need was the basis of interest which also depended on personality, innate ability and attainment. Interest could be potential or manifest. Education had to find out the field of interest of an individual and to develop the potential into manifest interest with the help of felt need.

Interest was generally manifested in small areas like photography, stamp collection etc. while potential interest was vague and generalised.

Hobby clubs provided systematic opportunities for the cultivation of interests and should be considered as important as class-room teaching. These clubs should involve small groups of not more than forty pupils from the lowest to highest classes and given place in the school timetable once a week or fortnight for one and half or two hours. Classrooms should be allotted for hobby clubs.

Keeping of scrapbooks of information and activities, question boxes, exhibitions, debates, dramatisation etc. should form part of hobby club activities. Teachers in charge of different subjects should be in charge of relevant clubs.

Group work was done in the afternoon under the guidance of Prof. K. P. Chowdhury for framing short answer type questions in English, Bengali and History.

The morning of the 6th June was utilised by Prof. Chowdhury for the same purpose and group work continued into the afternoon also. Objectives of teaching were translated into learning experiences and then to evaluation tools with objective, short answer and essay type tests.

On the morning of the 7th June Prof. Mahanta explained the objectives of teaching given by him previously and described how learning situations could develop pupil behaviour to be evaluated by teachers.

He was of the opinion that 25% of the total marks should be allotted for classwork, 25% for terminal and 50% for the annual examinations. A result book for the whole year should be maintained in a way that the progress of each pupil could be understood at a glance.

Prof. Chowdhury's group work continued in the afternoon when Mrs. Karlekar assisted him with the English and Bengali groups.

On the 8th June Prof. Mahanta continued with 'objectives' of learning in relation to school subjects. As the main objectives were development of personality and the powers of judgment and reasoning, most of the learning should be achieved through group activities or projects. There should be at least three projects in each school year. Evaluation, in its turn, should judge these traits and abilities through questioning under different situations.

In the afternoon Prof. Chowdhury discussed the development of interests in pupils, how these could developed through hobby clubs and how rated.

Group work was done under the guidance to Prof. Mahanta and Prof. Chowdhury in the morning and afternoon respectively. Prof. Mahanta helped the different subject groups to frame different types of questions while Prof. Chowdhury helped the participants to calculate the workload of teachers in maintaining cumulative record cards. The conclusion was reached that each teacher would have to put in fourteen hours and forty five minutes of extra work annually for this purpose.

Preparation of questions continued in the next morning and, in the afternoon, Prof. Chowdhury explained several points with regard to rating. He also emphasised the need for special observation in cases of differences amongst the raters. Taking up several traits he showed how they could be observed through different activities, viz., initia-

tive through group discussions, industry in activity programmes, responsibility through monitorship, cooperation through group work, self confidence through hobbyclubs etc. Emotional balance could be rated by individual judgment after placing and observing pupils in trying situations. The number of raters should be small enough to minimise differences.

The question as to who should be involved in the rating of pupils for the cumulative record cards was taken up on the morning of the 11th. The teacher in charge of the class must be involved and so also those in charge of co-curricular activities and hobby clubs for rating of interests and personality traits. The teacher-in-charge should fill up all the general information while the subject teachers would work out ranks and percentages for their own subjects. Teachers in charge of hobby-clubs and co-curricular activities should be responsible for the entrees regarding interests and personality traits.

Rating should be done twice a year and the entrees, at the end of the year, should include averages of both findings. Findings should be recorded on the basis of joint meetings and agreed ratings.

On the 13th morning Prof. Mahanta explained the different kinds of objective type tests and the

methods of marking. Prof. Chowdhury continued in the afternoon with discussions on the difficulty-value of tests. He explained the technique of framing essay and objective types of questions on the same area of learning experiences. He stated that the essay type questions should be framed first and their broken up into objective type questions.

Weightage and distribution of different types of questions was discussed by Prof. Mahanta in the morning of 14th June. He described the "tools" of evaluation as following—(a) rating scale, (b) inventories, (c) anecdotes, (d) autobiographies and (e) socio-metric techniques. The simplest of sociometric tools appeared in voting for monitors or leaders and choosing of working groups.

Continuing with his discussion on tests in the afternoon Prof. Chowdhury said that the time required for a test could be set by a teacher by first applying it on himself. Instructions to pupils should be clearly given and the tests distributed according to difficulty-values which depended on the subject matter and the objectives covered. Essay and objective type tests should be set to cover the same areas and, as far as possible, objectives. Objectives tests, generally, should not be set to test bare facts. Scores for tests should be calculable in multiples of ten.

#### RECORDERS :—

Kalyani Sen,  
Bharati Mukherjee,  
Nani Dasgupta,  
Leena Nundy,  
Renuka Bose,  
Gayatri Bhattacharya,  
Chayya Biswas,

Pratima Bhowmick,  
Jyotsna Nundy,  
Bela Ghose,  
Putul Ghatak,  
Bandana Das,  
Snigdha Burdhan,  
Lila Bhattacharya.



## SOME DRAFT QUESTIONS IN ENGLISH

*(Prepared by the participants in the group for the Maintenance of Cumulative Record Cards in the Summer Vacation Courses held from 30.5.60 to 15.6.60.)*

Note :—

- (1) The questions have been graded according to difficulty as far as possible, but the material could not be graded scientifically because they have been based on the ordinary school text books which do not follow the structural syllabus.
- (2) Some questions involving translation have been appended at the end of the questions for class VI as submitted by the participants, but it should be remembered that translation should be avoided as a means of teaching a foreign language.
- (3) Most of the directions have been given in simple English but instructions or explanations may be given in the mother tongue if considered necessary.

### CLASS VI

1. Write your name in the gap:—  
My name is.....

I

2. Put a tick-mark ✓ on the right answer :—  
I get up from bed in the morning at.....  
(3 P.M., 11 A.M., 5 P.M., 6 A.M.)
3. Fill up the gaps with this or these :—
  - (a) \_\_\_\_\_is my book.
  - (b) \_\_\_\_\_are my books.
  - (c) \_\_\_\_\_is your pen.
  - (d) \_\_\_\_\_are your pens.
  - (e) \_\_\_\_\_is a boy.
  - (f) \_\_\_\_\_are boys.

4. Fill up each gap with one of the given nouns — Sun, doll, school, bell, bus, Ram.

- (a) This is our\_\_\_\_\_.
- (b) I come by\_\_\_\_\_.
- (c) The name of my friend is\_\_\_\_\_.
- (d) The\_\_\_\_\_has gone.

5. Fill up each gap with one of the words given below :—

Play, read, put, come, go, say, sit, stand.

- (a) I\_\_\_\_\_on my school clothes.
- (b) I will now\_\_\_\_\_to our school.
- (c) At first we\_\_\_\_\_our prayers at school.
- (d) I\_\_\_\_\_and write in the class room.
- (e) We\_\_\_\_\_at tiffin time.

6. When do you do the things written on the left hand side ?

Put the number of its correct time by the side of each verb in the left.

- (a) I sleep (        ).
- (b) I walk (        ).
- (c) I play (        ).
- (d) I take my break- (I) In the evening.  
fast (        ). (II) In the morning.
- (e) I read (        ). (III) At night.
- (f) I work (        ). (IV) At noon.
- (g) I go to (V) In the afternoon.  
school (        ).
- (h) I clean my  
shoes (        ).

7. Fill up each of the gaps with one of the following pronouns :—

We, they, you, our, my, she, he.

- (a) This is \_\_\_\_\_ class.  
 (b) This is \_\_\_\_\_ book.  
 (c) \_\_\_\_\_ are my friends.  
 (d) \_\_\_\_\_ is my brother.

8. Write the answers in short sentences :—

(a) Qn.—What is the name of the cat?  
 Ans.—

(b) Qn.—How many legs has it got?  
 Ans.—

(c) Qn.—What is its colour?  
 Ans.—

## II — RECOGNITION, EXPRESSION, THINKING, VOCABULARY

- Write five words ending in 'ly'.
- Write the names of five things in the class room.
- Tickmark the names of the things which you can see in the playground :—  
 Book, player, shuttlecock, pen, flower, jersey, ball, racket, mango, referee, knee-cap.
- Make up two words beginning with each of the following letters :—  
 A. M. R. B. E.
- Give opposites of the following words :—  
 Long —  
 Day —  
 Bad —  
 White —  
 Rich —  
 Hot —

6. Tickmark two words which sound most like each other :—

Courage, college, urge, dotage, cottage.

7. Fill up each blank with one of the following words :—

Free, book, fire, pencil, flags, chair, colours, big.

- (a) All the free countries of the world have their national —.  
 (b) There are three — in our national flag.  
 (c) India is a — country.

## III — COMPREHENSION — EXPRESSION

1. Read the paragraph and answer the questions :—

"It is morning. The Sun is just rising in the East. It looks like a big, red ball of fire. The Sun is much bigger than the Earth. It is far away from us. So it looks very small."

"All day the Sun shines in the sky. It gives us heat and light. It makes our plants grow. If there were no Sun, all would be dark and cold. The Sun rises higher and higher in the sky. At noon it is just over the head. Then it goes down towards the West."

- (a) Qn.—When does the Sun rise?  
 Ans.—  
 (b) Qn.—Where does the Sun rise?  
 Ans.—  
 (c) Qn.—What does the Sun look like?  
 Ans.—  
 (d) Qn.—Which is bigger the sun or the Earth?  
 Ans.—



(e) Qn.—Why does the Sun look very small?

Ans.—

(f) Qn.—What does the Sun do all day?

Ans.—

(g) Qn.—What does it give?

Ans.—

(h) Qn.—What does it make plants do?

Ans.—

(i) Qn.—What will happen if the Sun is not there?

Ans.—

(j) Qn.—Where is the Sun at noon?

Ans.—

(k) Qn.—When does the Sun set?

Ans.—

(l) Qn.—Where does the Sun set?

Ans.—

2. Read the poem and Answer the following questions :—

'Boats sail on the rivers,  
And ships sail on the seas,  
But clouds that sail across the skies  
Are better far than these.  
There are bridges on the rivers  
As pretty as you please,  
But the bow that bridges heaven  
Is prettier far than these.'

(a) Qn.—Where do the boats sail?

Ans.—

(b) Qn.—What sail on the seas?

Ans.—

(c) Qn.—Across what do the clouds sail?

Ans.—

(d) Qn.—What are there on the rivers?

Ans.—

(e) Qn.—What bridges heaven?

Ans.—

(f) Qn.—What is prettier than boats and ships?

Ans.—

(g) Qn.—What is prettier than bridges on the rivers?

Ans.—

## V — TERMS AND CONCEPTS

1. Pick out parts of speech from the paragraph [same in qu. 1. section III] and write in places given below :—

Nouns —

Pronouns —

Adjectives —

Adverbs —

Articles —

Conjunctions —

Prepositions.

2. Fill up each blank with one of the words given on its right :—

(a) He — tea. (eats, chews, drinks)

(b) He — sweetly. (shouts, sings, cries)

3. Write the genders of the following words and give the opposites :—

Uncle —

Man —

Cow —

Calf —

Wife —

4. Write which verb is transitive and which intransitive.

(a) The flowers bloom.

(b) Green grass covers the field.

Transitive —

Intransitive —

5. Divide the following sentence into subject and predicate by drawing a line between the two parts :—

Ramnath led a simple life.

6. Write the numbers of the opposite words and give the opposite :—

Baby

Sons-in-law

Roof

Leaf

Branch.

## VI—TRANSLATION (expression and vocabulary)

- (1) বা-দিকে বাংলা আর ডানদিকে ইংরেজি শব্দ দেয়া হয়েছে। ইংরেজি শব্দগুলির পাশে তাদের বাংলা মানের নম্বর বসিয়ে দাও :—

1. গাড়ি।	(a) Rat	( )
2. পাখা।	(b) Milk	( )
3. পর্বত।	(c) Brother	( )
4. ইঁদুর।	(d) Pen	( )
5. রেলগাড়ি।	(e) Mountain	( )
6. ডুধ।	(f) Book	( )
7. চাল।	(g) Brother	( )
8. বই।	(h) Fan	( )
9. কলম।		
10. ভাই।		

- (2) বাঁদিকে বাংলা আর ডানদিকে ইংরেজি বাক্য দেয়া হয়েছে। ইংরেজি বাক্যগুলির পাশে বাংলা মানের নম্বর বসিয়ে দাও :—

1. এটা আমার ইঞ্চুল	(a) Put on your shoes	( )
2. বস	(b) I have a cat	( )
3. দাঁত মাজ	(c) Sit down	( )
4. জুতো পর	(d) My name is Gita	( )
5. মুখ ধোও	(e) This is my school.	
6. আমার একটা বেড়াল আছে।	(f) I have a ball.	
7. আমার নাম গীতা।	(g) Clean your teeth.	
8. আমার একটা বল আছে।	(h) Wash your face.	

## CLASS IX

ENGLISH II

Fullmarks 100

Time 2½ hours

1. Write a letter to your friend to describe a place with four sentences for each of the following points :— (4×5=20)
- (a) Introduction.  
(b) Name and importance of the place.  
(c) Journey.

- (d) Things seen — how you liked them.  
(e) Conclusion.

2. Write a dialogue between two friends planning a picnic with one sentence for each of them on the following points :—

(2×10=20)

- (a) Proposal. (b) Where to go. (c) Why there? (d) How to go. (e) The journey — as expected. (f) What to eat. (g) Who will work. (h) What fun to arrange. (i) How to return. (j) Conclusion.

3. Write an essay about your childhood with four sentences for each of the following points :— (4×5=20)

- (a) Parents and relatives. (b) Friends and pets. (c) School-headmistress, teachers, friends. (d) Games and hobbies. (e) Conclusion.

4. Write the story of 'The Kid and the Wolf' with four sentences for each of the following points :— (4×5=20)

- (a) How did the kid fall back?  
(b) What did the wolf propose?  
(c) What did the kid reply?  
(d) Why did the wolf run away?  
(e) What was the result and the moral of the story?

5. Rewrite the following in your own English :— (8)

The hostel of the school is on the river Ganges. It has a really charming view and building but the inmates have to face many difficulties. Yet they put their heart and soul to the performance of their duties.

6. Break down the following sentences into as many short sentences as you can :—(12)

- (a) He was the son of the king Suddhodan who ruled a small state, named Kapilavastu, at the foot of the Himalayas.  
(b) Siddhartha first went to Varanasi and started to preach what he had learnt himself.

- (c) Now, Jayachandra's Queen was in the need of a maid for her daughter and the nurse who was in need of work was taken into the service of the Princess.



# TEACHING OF ENGLISH

Report on the Summer Vacation Training Course  
for Teachers of English held from

30.5.60 to 15.6.60

## INTRODUCTION

We were very fortunate in our resource personnel for the course. Mr. Weaver, Education Officer of the British Council, took a two-hour session every morning excepting the four days when he was called to Patna on urgent business. We must thank him for his service and also for the loan of books which he arranged for the participating teachers and the gift of a file of valuable materials which he made to each of them.

The afternoon work for each day was planned in details by Mrs. Bani Sarkar, Principal of Srisiksayatan College for girls, who did the lion's share of the work herself and also stepped into the breach in the mornings during the days of Mr. Weaver's absence. Mrs. Sarkar was able to draw in Miss A. Chari, lecturer in English at the Central Institute of Education of Delhi, now holidaying in Calcutta, for a few lectures. Two outstanding school-teachers, Mrs. Sadhona Guha of Sakhawat Memorial Girls' High School and Mr. Sukumar Mitra of Hindi High School helped daily in dealing with details of practical problems of facing teachers in their schools. On request from Mrs. Sarkar Orient Longman's Ltd. arranged a book exhibition and a demonstration on audio-visual aids in the teaching of English. Mrs. Sarkar also arranged shows of films from the British Council with the help of the film librarian of the Government of West Bengal.—(K. Karlekar).

## MR. WEAVER'S WORK

(A brief outline from records kept by participants)

### I. *Teaching of English in India* :—

The average standard of achievement is very

poor though the seven year period generally devoted to the teaching of English should have been sufficient for giving competence in the language.

#### (a) Reasons are that :—

(i) English is taught neither as the second nor as a foreign language.

(ii) The method does not impress the pupils gradually but saddles them suddenly with a heavy burden.

#### (b) Steps to change the situation :—

(i) To teach English as the second and a foreign language.

(ii) To start with light, interesting work increasing pressure gradually.

(iii) To change the method of teaching.

#### (c) The main difficulties in the teaching of English :—

(i) The pupils already know another language.

(ii) Their ears and tongues are not trained to distinguish and make English sounds.

(iii) They do not get enough time to learn English.

(iv) Most of them are above the age of ten, i.e., past the easy language-learning period.

(d) To meet these difficulties, the teacher must be well-equipped :—

- (i) She must know the correct pronunciation, intonation and rhythm of the English language.
- (ii) She must be able to create interest in the pupil.
- (iii) She must be careful about the selection of her material—meaningful sounds, vocabulary of most commonly used words and word-order or structures.

(e) Phonetic drills :—

Children learn to talk and understand before they learn to read and write a language, therefore special stress should be laid on correct speaking and hearing of English.

## II. Functional Grammar (Position, shape and sound) :—

(a) The Noun —

Position before the verb, after the verb and after the preposition.

Commonly signalled by 'the', 'an', 'or', 'a'.  
Difference between countable and uncountable nouns.

Shape and sound in plural — different 's' sounds, e.g.,

— Pats, Taps, Kids (s)

— Bugs, Rags, Tubs, Lids (z)

— Churches, Judges, Matches (iz)

Possessive 's' always followed by another noun.

Capital letter at the beginning of a word is the signal of a proper noun.

Long vowels and diphthongs must have 'length', holding of sounds for a longer duration for correct pronunciation.

(b) Verb —

Position — Keyword, after nouns, between nouns, at the beginning of a sentence.

Teacher — to write short, simple sentences for demonstration. Distinguish between forms like 'Please go', 'Let's go'.

Demonstrate shapes of verbs with sentences

- (i) 's' or 'es' in third person, singular number, e.g., substitution table —

The teacher	}	eats	bananas
My sister			rice
He, She			chocolate

The boys	}	eat	biscuits
The girls			cheese

Frame a large number of sentences quickly.

- (ii) 'ed' in the past tense — stopped, marked

- (iii) The past participle — gone, done, stopped.

- (iv) The 'ing' form — keeping, opening.

- (v) Special endings — differentiate, clarify etc.

## III. Phonetics

- (a) Vowels and consonants with examples and symbols (I.P.A.).

- (b) Drills

(i) Vowels

O — Cost, Knowledge.

A — False, Quality.

Au — Water, All, Because.

Oe — Foe.

Oa — Broad.

Aw — Crawl, Saw.

Au — Audience.

Ar — Ward.

Or — More, Short.

Our — Your, Four, Court.

Our — Board.

Oug — Thought.



## (ii) Consonants —

Voiced — God, Boat (g,d.b) .

Voiceless — Tin, Can, Kite (p,t,k.).

Plosive — Pot, Tub, Ball, Doll.

Nasal — Man, Nose.

Difference in pronunciation at the beginning, middle and end of words.

Intrusion of 'r' (India(r) office, idea(r) of.

## IV. Fluency exercises :—

Stream of words : defective hearing would lead pupils to miss half of the words.

Encourage pupils to speak in the class.

## (a) Substitution tables with very simple structures —

There is a	duster	on the	table
	book		chair.
	pen		

## (b) Ear and speech test words —

Axe, man, cat, bag.

Arm, cart, car, father, grass, basket.

Hot, on, off, not, doll, cock.

Forty, chalk, ball, door, four, horse, or.

Book, full, good, pulling.

Too, you, blew, threw, newspaper, food.

## (c) Stress, rhythm and time —

Examples :—John's brother Fred has just eaten four cream cakes, you would have been surprised if you had seen the way he ate them.

Tinker, tailor, soldier, sailor, richman, poorman, beggarman, thief.

## (d) Poetry reading —

(for the very young)

Example :—'Guess what is making the sound you hear'

ZZZ — ZZZ .... ZZZ —

A bee is making the sound I hear

ZZZ — ZZZ — ZZZ ....

Guess what is making the sound you hear  
sh .... sh .... sh ....The sea is making the sound I hear  
sh .... sh .... sh.

## (e) Lengthening sentences.

You're quite right

I am sure that 'you're quite right

I am sure that you're quite right

about that

I am pretty sure you're quite right

about that

I am pretty sure in my own mind that

you're quite right about that

## V. Testing of attainments :—

Objectives and tests.

An example : "The mean annual precipitation of rain at Rangoon is 99" at London 32" and at Aden 3".

(1) In any given month more rain is likely to fall at Rangoon than at London.

(2) In London it rains all the year round but never very heavily.

(3) The average rainfall per year at Rangoon is more than ten times the average rainfall at London.

(4) The average rainfall at Aden is slightly less than a twentieth of that of London.

Which is the correct answer ?

Recorded by—Lily Shaha, Ira Majumder, Bharati Chatterjee, Bela Chatterjee, Prafulla Bose, Nilima Roychowdhury, Chhaya Roy, Pratibha Chakravarti, Mirarani Bose, Lekha Chakravarti, Dolly Bhattacharya, Sarbani Dutta.

# REPORT FROM MRS. SARKER

MRS. SARKAR'S WORK

## I. *Methodology* :—

(1) The position of English in India — the old position — the changed position — but recognition of the need for English. Advantages of knowing English — defects in the teaching of English — reasons for the defects — need to recognise English as foreign language — we have fallen into the habit of taking English for granted — need to teach it according to modern principles of foreign language teaching — what language learning involves, what are the basic skills aimed at — methods used so far — translation — formal grammar — the direct method — the “oral approach” — the theory behind it — the “natural method” of language learning — the structural approach.

(2) The structural approach to the teaching of English — the study of linguistics — origin of the structural approach — work of Lado and Fries in America — of Noonan and Pattison in England — what is the structural approach — control not only of vocabulary but of entire language material the sentence and not the word as the unit of language teaching — a structural syllabus — structural syllabuses in use in India — graded text books based on these syllabuses oral-aural methods and use of teaching aids — intensive drilling to achieve automatic control over sentence patterns — time span available for teaching English in West Bengal — possibility of free work in top classes — dangers of structure control — dullness, lack of variety, limited use of language — qualities needed by the teacher — preparation of lesson units and supplementary reading material based on the graded structures — structures and the direct method — structures and basic English.

(3) Consideration of the first year of the Hyderabad syllabus use of loan — words as a starting point for the teaching of English — easy introduction to English pronunciation pointing out the

difference in pronunciation of the loan word and the original English word — word drills — introduction of English culture and the English way of life at an early stage into the classroom — lesson units suitable for different age-groups — sentence patterns of English taught in the first year.

(4) Points covered in the first year :—five of the seven basic sentence patterns — points of grammar taught through usage and not through formal grammar — nouns, their form, place in the sentence pattern, formation of plural, difference in pronunciation of plural formed by adding ‘s’ possessive form with ‘s and s’, behaviour of mass nouns — verbs, their place in patterns, certain aspects of verb forms, the —ing, ending, first person singular, future with will, using of auxiliary to form future and present continuous — adjectives, place in pattern and in cluster — determiners — pronouns — noun clusters and verb clusters, — conjunctions — preposition question forms — short, positive answers — the negative form — days of the week — some idiomatic expressions — contractions.

(5) The seven fundamental sentence patterns.

(6) Comparison of English and Bengali structures to locate learning difficulties of Bengali learners.

(7) Analysis of the Higher Secondary English course — the number of marks — the number of papers — the distribution of work — the skills expected — examination of what is to be taught from the point of view of usefulness — examination of the examination — consideration of the text books recommended — whether the course closes the present gap between school and college — kind of work to be done — language work — comprehension work and substance — retelling of stories in own words — dramatic work and read-



ing in parts for good speech—some literary appreciation in classes X and XI—essays, letters, dialogues and composition arising out of the texts—leading to unseen work—free composition.

(8) Letter-writing and dialogue-writing—practical subjects that will provide a motivation and make the work real—suggested topics—jumbled dialogue written up on the board to be straightened out—dialogues with teacher as one of the participants—telephone conversations,—group of children writing up the dialogues—group-work—written dialogue afterwards—but dialogue in speech and that aspect should be brought out first.

(9) Miming, classroom play-acting, dramatic work :—

As an important aid in language learning—miming implicit in the structural approach—miming words—miming actions—miming situations—children supplying description—beginning of oral composition—miming leading out into dialogues—conversations—dramatic incidents—scenes—classroom playlets on dramatised incidents—gives practice in the use of language and a semblance of reality to language-learning—saves learning from becoming purely mechanical—dramatic adaptations of stories in the readers (e.g. *The Golden Touch*—Deepak Readers Book IV, *Kindness Rewarded*—Deepak Readers Book V etc.) reading the story of *As you Like It* in Deepak Readers Book V or *Lamb's Tales from Shakespeare* then acting scenes from the plays—acting scenes from plays recommended—*Junior One Act Plays*—*Merchant of Venice*—*The Princess and the Swinehard* etc.—full one-act plays.

(10) Classroom demonstration of use of dramatic techniques—playmaking with action of A. A. Milne's *The Man in the Bowler Hat*.

(11) Supplementary Reading—difference between wide extensive reading and limited inten-

sive reading—active and passive vocabulary and structures—production and recognition levels of language-learning—need for supplementary reading—skills developed—methods to use in guiding supplementary reading—type of questions—oral answers—written answers—kinds of books to use—part to be played by teacher—ways of promoting interest in wide reading.

## II. Phonetics :—

(1) Linguistic approach to language learning—the mastery of the sounds of the language locating the areas of difficulty the vowel sounds of English—the vowels reproduced properly—vowels reproduced not exactly but intelligibly and with no striking difference—the vowels confused—the diphthongs—those reproduced well, reproduced approximately, not properly reproduced—the consonants—ones with no difficulty—those presenting difficulty—the mother-tongue equivalents substituted for the English sounds.

(2) Overcoming these learning difficulties—drilling in minimal pairs where one sound is confused with another—word practice with the grounds in different positions—tongue-twisters—alliterative sentences—poems and rhymes and sentences repeating the sounds presenting difficulty.

## MISS CHARI'S WORK

### I. Methodology :—

(1) Oral drills, need for oral foundation—importance of listening and speaking—place of oral work in the structural approach—presentation of the structure—oral drills—types of drills—Chorus, groups pairs, individuals, with illustrations—how to make drills interesting—the need for avoiding monotony.

(2) Evaluation of textbooks—a survey of texts used today—following a pattern of graded structures.

(3) The teaching of reading—the beginner—the sentence is the unit—gradually the eye be-

gins to take in more words in one sweep and children gain speed in reading—loud reading important in initial stages, leading to silent reading—purposes of reading—reading for meaning—understanding—reading for pleasure—skills involved—physical—eye span, avoidance of lip movement—intellectual—getting the meaning of the sentence, following the sequence of thought, making references from what is read—discriminating and judging what is right and wrong, good or bad—enjoying reading—the prose text and its function—to fix language already learnt orally, hence the need for structurally graded material—sentence patterns—to give practice in the use of the content vocabulary—to widen the field of knowledge—to lead to written work—the rapid readers—to gain speed in reading—hence of less difficulty level—to gain wider contact, foreign language backgrounds.

(4) The Teaching of writing—teaching the mechanics—the alphabet according to form, not order—print, cursive writing—neatness and legibility—a scheme of controlled exercises—transcription—rearranging jumbled words—regrouping of sentences—completion of sentences—substitution tables—describing common objects and simple action—dictation—building up a para—answering questions—retelling incidents—lastly, free composition.

#### MRS. GUHA'S WORK

##### I. Group-work

(1) Structural approach—how to begin oral work, reading and writing. Should the approach be the same if students begin learning earlier? To tell them what is being done in Sakhawat Memorial Girls' High School where they begin learning English in the Kindergarten.

(2) Necessity for having readers belonging to the same series in different classes—if possible, one teacher to take all the English periods of a class—if not possible how work done in different periods may be correlated under present circumstances—practical suggestions given.

(3) Where to begin translation work and the kind of work to be given—use of the vernacular in the early stages does not help the child to learn much.

(4) Picture-composition—at different stages—use of Gatenby's General Service wall pictures—model lessons in class V, VI and VII—to give them an idea of such lessons.

(5) Free composition—how to choose subjects—students should not only be allowed to choose subjects on which they would like to write but helped to gather information by various means—how to make such classes interesting—how composition work could be based on the text.

(6) Comprehension—discovering meaning—types of questions for meaning—vocabulary and language work—intelligence questions etc.—models given—Mr. Weaver's materials used.

(7) Test and Examination—what to test or examine—language study, comprehension, composition, oral test, spelling etc.

(8) How to teach phrases, in direct speech, active and passive voices, the use of the uncountable nouns etc.—participants asked for model lessons.

(9) Vocabulary teaching—how to group words—ways of learning meanings—spelling—how best taught and learnt.

(10) How to encourage reading—various kinds of abridged books that can be bought for the library.

#### MR. MITRA'S WORK

Practical work regarding problems encountered in junior and senior classes covering the following points—

(a) The difficulties of the traditional approach to the teaching of English in all grades.



- (b) The defects of the direct method.
- (c) The structural approach.
- (d) How to introduce structures in the traditional pattern of school organisation.
- (e) The factors which contribute to the success of the structural approach.
- (f) Common errors in written composition and speech and how to avoid them.
- (g) A few concepts and definitions.
- (h) Various forms of speech, sentence stresses.

#### OTHER ACTIVITIES

##### I. Films—

- (a) History of the English Language.
- (b) English by Radio.

- (c) The Teacher.
- (d) The Village School.
- (e) The Three As.
- (f) Children Growing up with other People.

##### II. Records—

- (a) Dramatic Adaptation of A Tale of Two Cities.
- (b) Orient Longmans — Lessons from "Read and Learn" and Conversation.

##### III. Book Exhibition by Orient Longmans.

*Much time is wasted when the whole class must move from one activity or area of study to another every few minutes. No sooner are materials out and ready for use than they must be put away . . . Books are about all that lend themselves to such quick-change tactics.*

*(The Democratic Classroom — LUCILE LINDBERG)*

# PSYCHOLOGY

Report on the Summer Vacation Training Course  
for Teachers of Psychology held from  
30.5.60 to 15.6.60

(Recorded by Sm. Anima Sengupta)

PRACTICAL CLASSES  
(Under Dr. Miss S. Ghose)

A. Talk on how to conduct experiments.

B. Experiments :—

(1) Individual differences :—

(a) Height — Standing and sitting.

Apparatus — Anthropometric scale.

(b) Weight —

Apparatus — Weighing machine.

(c) Strength of the grip.

Apparatus — Dynamometer.

(d) Cephalic Index.

Apparatus — Calipers, M. M. Scale.

(2) Memory :—

(a) Memory Span.

Apparatus — Jastrow's Memory Apparatus, a list of nonsense syllables, stopwatch, screen.

(b) Measuring Memory by learning method.

Apparatus — as above.

(c) Auditory memory span.

Apparatus — stopwatch, a chart of digits.

(d) Measuring memory by saving method after 24 hours and after 48 hours.

(3) Motor Capacity :—

Apparatus — Tapping Board, Electromagnetic stylus, chronometer, kymograph, stopwatch, screen.

(4) Respiration :—

Apparatus — Pneumograph, kymograph with all its accessories, chronometer, Marey's Tambour, screen, pleasant and unpleasant stimuli.

(5) Fluctuation of Attention :—

Apparatus — Mason's Disc, electric motor with regulator, kymograph, chronometer, pieces of wire, screen, magnetic stylus, make key.

(6) Steadiness of Motor-control :—

Apparatus — Steadiness-tester, brass plate pierced with a series of holes whose diameters are 12 mm, 8 mm, 6.5 mm, 6 mm, 4.5 mm, 4 mm, 3.5 mm, 3 mm, 2.5 mm, metallic needle with flexible connecting wire, stop-watch.

(7) Work-curve :—

Apparatus — Ergograph, kymograph without its accessories, Metronome, Chronometer, screen etc.

(8) Span of attention :—

Apparatus — Tachitoscope, Stop-watch, 4 cards of letters, digits, words and figures.

(9) Exploration of cold and heat spots on 10mm on the dorsal side of the hand.

Apparatus — Metal cylinder, centimeter scale and thermometer, tissue paper, paper, vessels of ice and hot water, screen.



## (10) After-image.

Apparatus—A piece of 10 mm red paper. A piece of 10 mm blue paper.

Screen, stop watch, cm scale.

## (11) Cancellation Test.

Apparatus—printed form and stop-watch.

## (12) Touch and pain spots.

Apparatus—horse-hair, hair-holder, tissue paper, hog's hair.

## (13) Reaction time.

Apparatus—Vernier chromoscope.

## (14) Colour-mixture.

Apparatus—wheel and discs.

## C. Series of notes on experiments performed.

## THEORETICAL CLASSES

(Under Mrs. S. Dutt)

## A. Psychology :—

## (1) Definition and scope of Psychology.

## (2) Branches of Psychology.

## (3) Methods of Psychology—

(i) Introspection—its merits and demerits.

(ii) Observation.

(iii) Experimentation.

## (4) The human nervous system—

(i) the brain, spinal cord, nerves.

(ii) localisation of functions in the cerebral cortex.

(iii) function of the nervous system.

## (5) Sensations and sense organs—organic, muscular and special sensations.

## (6) Sight—its organ, structure and function, colours and colour-sensation.

## (7) Hearing—its organ, structure and function.

## (8) Image and after-image.

## (9) Perception—quality, intensity, extensity, duration and depth perception.

## (10) Illusion, hallucination.

## (11) Individual differences—average deviation, standard deviation.

## (12) Memory—registration, retention, recall, recognition, forgetting, conditions of good memory.

## (13) Imagination—its relation to memory and thought.

## (14) Emotions—basic emotions, organic changes in emotion.

## B. Statistics :—

## (1) Variables, continuous and discrete—lower limit—upper limit.

## (2) Frequency distribution.

## (3) Calculation of arithmetic mean.

## (4) Frequency polygon.

## (5) Calculation of mode and median.

## (6) Rank difference method in correlation.

## (7) Exercises on statistics.

## (8) Frequency polygon of the length of fifty leaves of a particular tree.

# ELEMENTS OF CIVICS AND ECONOMICS

Given below is a list of topics on Civics and Economics dealt with in our Summer Vacation Training Course (1960) for teachers of Secondary Schools. We have not printed summaries of the lectures but we have filed the notes, submitted by our recorders, which may be made available to teachers on request. We have also given lists of professors of politics and economics who had taken the classes and of the films shown.

## LIST OF TOPICS

### I. Methods :—

- (1) General approach to the teaching of Civics and Economics.
- (2) Projects for teaching Civics and Economics.

### II. Civics :—

- (1) The evolution of human society. The family. The patriarchal and matriarchal families. The Indian joint family.
- (2) The state, its origin and characteristics.
- (3) The Government, forms of government, Unitary and Federal Government, Parliamentary and Presidential government.
- (4) Functions of the Government. Local government.
- (5) Democracy and dictatorship. Merits and defects of democracy.
- (6) Individual and society. Socialism.
- (7) Nation, right of self-determination. The United Nations.
- (8) The citizen, how citizenship is acquired and lost, qualities of a good citizen,

hindrances to good citizenship. Rights. The importance of the vote. Duties — to family and community.

- (9) Civic problems, village improvement, Community Development Projects, towns cities, food, housing, sanitation, health.

- (10) The Constitution of India.

- (11) Public opinion, organs of public opinion.

### III. Economics :—

- (1) Natural resources. Land and its productivity. Capital, factors. Governing the accumulation of capital. Technical skill, importance of and factors governing its formation.
- (2) Population and food supply, labour supply, unemployment.
- (3) The economic structure, main structural features of an underdeveloped economy, requirements of economic development.
- (4) Forms of business organisation, single man firm, partnership, joint stock companies, cooperatives, principles and main features, small and large scale industries.
- (5) Markets, forms of markets, composition and monopoly.
- (6) National income and its distribution.
- (7) Money, function of money, monetary standard, creation of money, banks, commercial banks — Central Bank, functions of banks, bank money.



(8) Price determination under different market conditions, factors governing demand, price changes and income variations. Elasticity of demand, increasing and diminishing returns.

(9) Government finances, taxation, expenditure and borrowing, financing and development.

(10) Role of the Government, economic functions of the government and development. India's Five Year Plans.

(11) International trade, division of labour, balance of trade and balance of payments, protection and free trade.

(12) Different types and factors of incomes, wages, interest, profits, Collective bargaining, trade unions.

(13) General price level, measurement of and changes in the general price level, simple index numbers, inflation.

#### IV. Films :—

(1) Our Constitution.

(2) Our Army.

(3) Our Navy.

(4) The Citizens Army.

The films were obtained from the Calcutta Branch of the Films Division of the Government of India and the Film Library of the Government of West Bengal screened with the help of the latter.

#### LIST OF RESOURCE PERSONS

Sm. S. Sengupta, Principal, Lake School for Girls.

Prof. Miss K. Sen, Lady Braborune College.

„ N. C. Bhattacharya, Calcutta University.

„ S. K. Chatterjee, Reader, „ „

„ K. C. De, Charuchandra College.

„ N. K. Bhattacharya, Ashutosh College.

„ S. Gupta, Ashutosh College.

„ C. Ganguly, City College.

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*"Guidance or personnel work represents organised effort on the part of the schools equipped with both a knowledge of the pupil and information as to opportunities of an educational, a social, and a vocational character to help the individual pupil to become adjusted to his present situation in such a way as to provide the greatest development for him to aid him in planning for his future."*

(Guidance in the Secondary School

by SHIRLEY A. HAMRIN AND CLIFFORD E. ERICKSON)

# LIST OF PARTICIPANTS

(Summer Vacation Training Courses, May—June, 1960)

## MAINTENANCE OF CUMULATIVE RECORD CARDS

<i>Birnagar Girls' School</i> Leena Nundy	<i>Nawabganje Balika Vidyalaya</i> Chhaya Biswas
<i>C.C. Girls School, Malda</i> Putul Ghatak	<i>R.B.M. Girls School, Jhargram</i> Snigdha Burdhan Kalyani Sen
<i>Ghatal P. Girls School, Midnapore</i> Bharati Mukherjee	<i>R.S. Girls School, Tamluk</i> Pratima Bhowmick
<i>Haramohan Dalal Girls School (Multipurpose)</i> Nani Dasgupta (Mrs. Sen)	<i>Santamayee Girls H.E. School, Purulia</i> Jyotsna Nandy
<i>Kalyangarh Balika Vidyalaya, 24 Parganas</i> Gayatri Bhattacharjee Bela Ghose	<i>Srish Chandra Balika Vidyalaya</i> Bandana Das
<i>Monorama Institution</i> Renuka Bose	<i>Sri R.K. Sarada Peeth, Jhargram</i> Lila Bhattacharjee

## LOGIC & PSYCHOLOGY

<i>Asoknagar Baripith Girls School</i> Reba Dutta	<i>Batanagar Multipurpose Higher Secondary Girls' School</i> Bithika Mukerjee
<i>Bagha Jatin Girls School</i> Krishna Banerjee	<i>Barasat K. K. Girls School</i> Uma Dasgupta
<i>Bally Banga Sisus Balika Vidyalaya</i> Nilima Das	<i>Rajkumari Memorial Girls School, Baranagore</i> Karuna Bhattacharya
	<i>Rani B. M. Girls School, Jhargram</i> Anima Dasgupta

## ENGLISH

<i>Aligunge Balika Vidyalaya</i> Mirarani Bose Sefali Dutta	<i>Bagha Jatin Girls School</i> Chhaya Ray
<i>Bally Grils' High School</i> Rekha Neogi Prativa Chakravarty	<i>Brajabala Girls School, Ranaghat</i> Latika Mukherjee
<i>Bally Banga Sisus Balika Vidyalaya</i> Bharati Chatterjee	<i>C. C. Grils School, Malda.</i> Kamala Chaudhury
	<i>Dum Dum Girls School</i> Amita Dey Arunima Ganguly



<i>Garija Grils School</i> Renuka Bose	<i>R. S. Girls School, Tamruk</i> Ira Majumdar Bela Chatterjee
<i>Inda Balika Vidyalaya, Kharagpur</i> Mukul Mukherjee	<i>R. B. M. Girls School, Jhargram</i> Taru Sur
<i>Indian Grils School, Kanchrapara</i> Nilima Roychaudhury	<i>Saraogi Balika Vidyalaya</i> Lekha Chakravarty
<i>M. K. G. M. P. H. S. School</i> Sar bani Dutta	<i>Subhas Balika Vidyalaya, Dhubulia</i> Lily Saha Kalyani Sengupta Basanti Dutta Amiya Das Smriti Chakravarty
<i>Naihati Municipal Girls School</i> Dally Bhattacharya	<i>S. E. Rly. Girls School, Kharagpur</i> Santa Nafday K. Premlata
<i>Nut Behari Girls School, Garden Reach</i> Prafulla Bose	<i>Sri R. K. Sarada Pith, Jhargram</i> Kajal Banerjee
<i>Nevedita Girls School, Dhubulia</i> Nilima Sengupta Anjali Bose Maya Chaudhury	
<i>Panskura Girls School</i> Ananda Nag	

## CIVICS &amp; ECONOMICS

<i>Alipurduar Girls High School</i> Gouri Bose	<i>Chatra Netaji Balika Siksha Sadan</i> Sefali Pal
<i>Asoknagar Banipith Girls School</i> Maya Roychaudhury	<i>C. C. Girls School, Malda</i> Labanya Debi Tagar Dey
<i>Batanagar Multipurpose High Secondary Girls School</i> Jyotsna Hore	<i>Nutbehari Girls High School</i> Santi Neogi Pallyrani Sarkar
<i>Bally Banga Sisul Balika Vidyalaya</i> Rekha Auddy	<i>R. B. M. Girls School, Jhargram</i> Basana Tarafdar.
<i>Basirhat Haramohan Dalal Girls H. E. School</i> Uma Majumdar.	

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"By education I mean an all round drawing out of the best in child and man — body, mind and spirit". (Mahatma Gandhi)

# REPORT OF THE ASSOCIATION OF TEACHERS OF ENGLISH OF WEST BENGAL

*(Held over from the last issue)*

The Annual Meeting of teachers of English was held on January 17, 1960. Sri N. K. Siddhanta, Vice-Chancellor, Calcutta University was on the chair and Miss A. G. Stock Head of the Department of English, Calcutta University was the chief guest. Mr. Weaver, Education Officer, British Council and Mrs. Bani Sarkar, Vice-Principal, Deenabandhu Andrews College, who had had a follow up meeting with the trainees of the last Refresher Course in the teaching of English as a foreign language an hour before this general meeting were also present.

Unlike previous ones, the meeting was well attended by teachers, a few headmasters and headmistresses and B. T. trainees but unfortunately very few old members turned up.

Generally speaking, with the exception of a few, teachers appeared to have been rather reluctant to speak out their minds. The need for a change in our approach was felt by many but there were still a few who thought that there was nothing wrong with the old methods of teaching the language. One of the members stated that it was impossible to learn a language without grammar and translation work. To this Miss Stock pointed out from her past experience, that there examinees who answered well the grammatical portion of English in the High School Examination did not necessarily write good English. Grammar no doubt was necessary but not in the manner we had been teaching them in schools all this time. Both Mr. Weaver and Miss Stock then pointed out to them that the new structural approach did take grammar into consideration for the structures were nothing but the grammatical difficulties of English arranged in a scientific order. Hence grammar has actually to be taught through an inductive process.

Regarding the question of translation it was pointed out by some members that in the majority of schools there were separate translation books prescribed for the students from the very beginning though they realized that this work should only begin when the pupils had mastered a fair amount of vocabulary and structures.

Sri Siddhanta (who probably thought that a good teacher with a liking for the subject would always be successful no matter what method he or she followed) asked the members present why they were teaching the subject at all. 3 to 4 teachers said that they were teaching the subject because they liked teaching it. Others remained silent on this point while one declared that they had to teach it because any graduate teacher was expected to know how to teach English. This was a strange notion but he said that it was a fact.

In conclusion, Principal N. Das pointed out the need for laying great stress on the special training of teachers of English. The main drawback of the trainees who came to her Institution every year was their inability to speak English fluently. Hence while they were being trained every possible attempt was made and opportunities given to encourage the trainees to speak in English. She also requested the members of the Association to give suggestions as to how the association could draw up programmes for the benefit of teachers of English. The British Council was there to assist them as it had always done.

After the General meeting the members together with Sri Siddhanta and Miss Stock were entertained with an English playlet (Poison Party) staged by the present students of the Institute.

*Recorded by SADHANA GUHA*  
Sakhawat Memorial Girls' High School.



# Book Review

**THE DEMOCRATIC CLASSROOM, A GUIDE FOR TEACHERS** by Lucila Lindberg, Bureau of Publishers, Teachers' College, Columbia University, New York.

India is a secular democracy, a cooperative commonwealth, but the instruction we mete out to our future citizens in schools is autocratic, intensely and selfishly individual and competitive. This slim volume of which we have several copies in our library is sure to be of use for teachers who genuinely believe in the importance of the building up of democracy in our country through education.

The book opens with a statement on the need of educating for democracy—"The tensions which continue to develop between nations and the misunderstandings that arise in our own country between groups and individuals are evidence that many people have not yet learnt to live together effectively. Those who believe in a democratic way of life are convinced that harmonious relationships can be established and that people can meet the challenges of our complex, rapidly changing civilisation if they understand democratic principles and put them into practice. Much of the responsibility of developing effective citizens must be assumed by schools. Hence emphasis is being placed to a greater extent than even before on the teaching of democracy."

Democracy is a group-process. The relationship of the group process and education has been described. In the modern age—"The philosophy underlying democracy has been questioned. In many parts of the world it is assumed that the so called common man will follow the dictates of those in authority . . . that widespread participation (of the common man) in making decisions will slow down progress." This wish for "authoritarian techniques" arises at times of

crises—"because . . . democratic ways of working are cumbersome and slow", because some people "do not believe that their common problems can be solved effectively through cooperative effort".

On the other hand—"Those who use the democratic process are aware of its strength." Children acquire deep convictions of the value of democracy when this value is implemented by the practice and knowledge of how to live democratically.

In the democratic group process children—"locate, define and study their own needs". This process has no set pattern except that it has the following elements "interfunctioning" and "embedded" in the total process—

- (a) Identification of need by the members of the group.
- (b) Cooperative formulation of plans through which to satisfy the identified need.
- (c) Involvement in action suggested by the plans.
- (d) Continual evaluation of planning and action.
- (e) Increased understanding of the significance of the process.

The children must understand this process thoroughly and "the extent to which children are learning to practice it in actual classroom situations must be a basic criterion for evaluating school programmes".

The school—"where the physical arrangements can be adapted to the needs of the groups and where the administration allow teachers freedom to experiment" would provide an ideal situation for democratic practice but—"There are, however, some teachers who are helping children

to work together in spite of rigid working conditions".

Authoritarian treatment cannot develop democracy. When children are put under this sort of treatment—"They may always do as someone tells them or they may rebel and refuse to seek advice from anyone. In both cases the basic principles of democracy are denied."

Democracy cannot be theoretically taught—"Children must learn behaviour patterns through practice to make a dynamic approach on new problems—to transfer the learning from one situation to another."

The political structure or symbols of democracy learnt by heart, rituals and days observed regularly, reading about democratic traditions in history cannot prepare them "to take decisions that will improve the quality of their living."

The usually accepted school practices of democracy like participation in students councils and committees or introduction of planning periods cannot per se act as democratic agencies.

Identification and definition of need, one of the previously stated elements of the group process is based on the fact that "attempting to meet a need" is the constant effort of every person in order to "maintains his equilibrium in the face of forces, both external and internal which tend to disturb him."

When children come to school they have already developed some ways of meeting these needs—It is the function of the democratic classroom to modify these ways if necessary and help them to develop more suitable ones.

The following questions are involved in this approach—Whose needs shall be satisfied? What needs shall be met? Who shall select the problems on which programmes will be based?

"In a country ruled by a dictator teachers ex-

pect content and curriculum to be determined by someone who represents the State."

In a democracy—"Final authority rests on the people," therefore—"In view of the importance of the individual, teachers should direct their attention towards helping children to meet their own needs", i.e., they themselves will play an important part in deciding which needs they will meet and what problems they will work upon.

The children's interests will be an important factor in the identification of needs. Areas of interest may develop spontaneously, other deep interests are discovered when—"children and teacher talk together sharing ideas and activities in which they are as individuals engaged".

Resources for development of interests may be of various kinds.

Books and reading materials are amongst the most stimulating resources a teacher can introduce. Bulletin boards can be used to display pictures and other items of interest. Pictures and pamphlets kept in files will augment supplies. A junk heap may provide valuable materials like "magnets, batteries, the motor of a car, radio, typewriter, adding machine" etc. for the mechanically minded. A costume box will lend itself to the purposes of dramatics and role-playing.

There should be a place to keep these things and to work with them. Work will draw out voluntary participation in planning and thinking out programmes. The children will work together to improve classroom arrangements, discover more materials and develop new interests.

The people in the community are the human resources and the teacher initiates the interests of the pupils towards them. When grappling with a problem they have to ask—"who could help with this?"

Resource persons help the children not only to meet their needs, but also to extend their inter-



ests. Visitors from other countries are valuable resource materials specially if they have similar problems.

The environment itself offers important materials which the children should be encouraged to investigate. The teacher should create an atmosphere in which they "feel free to explore", which they enjoy and in which they behave naturally and spontaneously.

Examples are given how explorations in the locality may involve experiences and knowledge of various social and economic problems and how they may extend the interests of the children to the study of the past also.

Questions are very important. Children must not be ashamed to ask questions, even apparently trivial ones. Examples have been given of vitally important questions grow at the hearts of children like—

"Why can't my dad get a job?—just because he is a negro?"

"Why are such high rents charged for such terrible appartments?" etc.

Lastly, but not the least—"the teacher's personality is the most important influence in determining the kind of experience there will be. He will guide the children in choosing needs and expressing interests but there should be some criteria for the choices which been indicated as follows:—

The work should be something which (a) all can agree upon, (b) is very important to all, (c) will give them other ideas, (d) will involve all in work, (e) is possible to achieve, (g) can be completed in the times given and (g) for which materials are available.

The next element in the democratic process is planning. All teachers plan their work, but—"If children are to take their places in a democracy, they must know how to plan for meeting their

needs."—again—"In a situation where orders are handed down by the teacher, the children may learn how to follow directions, but no matter how much talk there is of democracy, they do not become fitted to enjoy its principles... The way of working they learn is actually training them for life under a dictator."

The characteristics of democratic planning are as follows :—

- (a) Planning is cooperative—A group of people working together can make more effective plans for a group than can be made when only a few people prepare the plans for every one else to follow. It draws out high quality thinking and improves human relations.
- (b) Planning is continuous to be revised according to needs as work proceeds.
- (c) Planning is thoughtful—everyone must contribute.

Initial planning before activity starts involves identification of needs, clarification of purposes, surveying resources and recognising limitations of time, space, abilities, etc.

The need for continual planning lies in the problems that arise from day to day in the pursuit of the initial plan.

The activation of plans is based on the fact that "As they work on problems they find themselves" and "the desire to learn comes from within each child."

Flexibility is the keynote here. Committees are formed on the need for working in small groups, reports are a give and take of information and suggestions, records are needed for comprehensive evaluation of progress, but there should be no hard and fast rules as to how they should be maintained.

The culmination of the plan should involve—"fulfilment of the need felt" and "the satisfaction,

of achievement". The children will also learn many "school" subjects, like history, geography, literature, science, mathematics and arts. They will develop skills to use in specific situations.— "Not all children will learn the same skills and knowledge, but each will acquire learning that are rich and diversified."

The day's programme should vary from day to day designed by the children to meet their own needs on each particular day. A programme divided into a few large blocks of time is more flexible than one in which a special time is listed for every task.

In schools teachers are entrusted with the evaluation of their pupils' work, but as—"children will be expected to form their own judgments when they become adults, they must...need to learn how to evaluate their own progress."

Like planning, evaluation is continuous and not an examination coming at the end of a long process. Like planning, it is also informal.

Sometimes a teacher will ask questions on what the pupils have learnt involving searching for what made it possible for them to learn so many things, why was the knowledge important to them, how much of it they will be able to recall when it is needed next time etc. They should be enabled to recognise their individual growth achieved in working together.

Defects will also have to be considered like what kept progress back, what part of the need was not met etc..

Three examples of problems, projects or areas of study undertaken by different grades of school children,—one of a trip on a ferry, the second of a weather bureau and the third of a tea-party for mothers,—have been detailed. It is concluded that the learning gained through planning and working the projects was sufficient to warrant the time and energy expended, the children showed evidences of a greater ability to plan together

than what is often expected of older girls and their interests and knowledge broadened into many related areas.

Examples of groups organising services like 'a lost and found department' a 'projector service' 'ordering and storing supplies' for the whole school have been given. These services are generally offered by authorities in schools.

The development of the teacher through this approach is taken last. In developing the democratic process—"he can become a more effective teacher and a more integrated member of his community."

He has to study, plan and evaluate. He brings to the situation knowledge which would help the children to use the process effectively, he familiarises himself with the children and their background, he observes and, interprets their behaviour in school. He studies the community, the facilities it provides for children, problems of the people and how these affect the lives of the children.

He builds up subject matter background. He reads many books but does not furnish the materials readymade to the children.

His development therefore must be purposive and determinate—"we are...not concerned with the development he has reached, but also with the direction in which he is moving. When he is developing in a particular direction he gains momentum which accelerates his movement."

The difficulty lies in changing the direction—"Those who are moving in the direction of greater rigidity, greater dogmatism and a more inflexible approach cannot be expected to teach a dynamic process without extensive change in personality."

Such change is possible and various helpful suggestions have been given in order to help the teacher work for his own development towards better and pleasanter teaching and more effective and fruitful community membership.



# Review of Work

It is not easy to write about the work done in the quarter under review. In April the schools were settling down to the new session and would brook no interference from any busybody and then, all of a sudden, May and June with the boon of the Summer Holidays.

For the Co-ordinator, however, April is the month to take time by the forelock, for new beginnings must be made at the start of the session or not this year at all.

Of the beginnings this session one was really a continuance. The experiment on the teaching of correlated history and geography through the workshop method continued in Chetla and Chittaranjan Girls' High Schools. Both schools are following the method in class VIII and Chittaranjan has started with class VI on a programme slightly modified in the light of past experiences. This class also started on a more scientific basis with an intelligence test for all the sections involving both control and experiment groups. The whole class will be tested together again at the end of the three-year period to find the fruits of the experiment.

We have adopted this more technical approach towards the fresh experimental group because our hopes have been raised considerably by our experience with the previous groups. We have noticed a new team spirit and attitude, new powers of observation, appreciation, assimilation and a new poise and confidence in the subjects. Some of these qualities were expressed in an interview of six girls of the Chetla Girls' School by a group of thirty participants in our January workshop for teachers. They kept up a keen barrage of questions for the best part of thirty minutes with not a single breach in the defence of the gallant little team. Their replies showed keen understanding of

the implications and achievements of the new approach. This led the questioners to believe that this was a select group of top girls of the best section of the class, but in reality this was supposed to have been the worst section (D) and the girls had been chosen at random.

Another occasion came soon after this and in an unexpected manner. One Miss Just, an English school-teacher on a tour of India, visited the Chetla Girls' High School in February. She went round to all the classes from VI to IX trying to chat with the girls, but she found all the classes deplorably dumb till she came to class VIID—our experimental class. These girls not only greeted her smartly, but were able to respond to most of her questions. We wondered whether the confidence grown through the experimental work could have been transferred to other areas also.

As every cloud has a silver lining, every silver lining too has its cloud. The cloud in this case was that nearly half of the girls of class VIID were found to be good enough for admission to the new Government school established on the grounds of Hastings House. We should be happy to feel that the new method has benefitted the subjects to such an extent but are also sorry that the sudden desertion by so many veterans has almost crippled the working group. The large number of girls, unused to the new approach, who had to be diverted to this section to fill the ranks will have to be oriented before they can work under the changed conditions.

In Chittaranjan, also, the academic (in addition to the psychological) benefits became evident by the fact that many of the pupils of section B of class VII were found good enough to be transferred to section A, but, fortunately, the group held together for the sake of the experiment.

When we had launched the experiment with the primary aim of developing democratic practice and self help among the pupils we had hopes of academic improvement also. Many parents had been sceptical at that time, but, now with these evidences in hand, we hope that headmistresses will be able to dispel all doubts. Our prognosis in this matter is ambitious, for we believe that this method will enable our subjects to do better in Social Studies (when they reach class IX) and also in elective history and geography, than the other girls.

The new experimental projects adopted in the current session also in the Chetla and Chittaranjan Girls' High Schools are on the Structural approach to the teaching of English. It is however too early in the day for us to give any definite reports on these.

A development which has made us happy is the selection of St. John's Diocessan School by the Ministry of Education, Government of India as model demonstration school for the Commerce stream in the multipurpose system. Following this, Dr. Miss I. R. Wells of the Ohio University team attached to the T.C.M. in India of the United States of America, visited and worked with the school in the second week of April giving guidance and advice in the day to day teaching. The T.C.M. has also presented the school with a tape recorder with gadgets and a number of books on Commerce and Home Science.

Dr. Smart, a Fulbright Grantee, attached to the University of Bardoa, visited the Institute on the 25th April and gave a talk on the physical and mental development of adolescents. The lecture was followed by keen discussion and we are sorry that more people could not benefit by it.

A meeting of the Advisory Committee of the Department of Extension Services was held on the 4th April, 1960. When these new members were coopted. The list of the new Committee has been given on the second cover page.

Four training courses on English, Psychology, Economics and the Maintenance of Cumulative Record Cards were held simultaneously from the 30th May to the 15th June, 1960. Detailed reports have been printed, but we must give a general review here in order to express our gratitude to all who helped us with these.

The course on English was organised with the help of Mr. Weaver, Education Officer of the British Council and Mrs. Bani Sarkar, Principal of the Srisiksayatan College for Girls. Each of the participants was presented by Mr. Weaver with a file of valuable materials and loans of books, films and gramophone records were made available by the British Council. Orient Longmans (Private) Ltd., held a demonstration of audiovisual aids for the teaching of English and an exhibition of English books.

The course on Psychology was conducted by Dr. Miss S. Ghose and Mrs. S. Dutt of the Institute of Education for Women. Loans of apparatus from the Department of Psychology of the Calcutta University and the Bureau of Educational and Psychological Research of the David Hare Training College enabled the participants to go through a large number of experiments within a short time.

The course on the Maintenance of Cumulative Record Cards was conducted by Sri K. P. Choudhury, Professor-in-charge of the Bureau of Educational and Psychological Research. Films on guidance and the diagnostic approach were shown from our film library.

The Course on the Elements of Civics and Economics was organised with the help of professors and lecturers from the Calcutta University and some Colleges in South Calcutta. Contents were largely dealt with by college teachers while Mrs. S. Sengupta, Headmistress of the Lake School for Girls took charge of the methods. Films on the Constitution and the Defence of India were shown from the film



Library of the Government of West Bengal and the Calcutta Branch of the Films Division of the Government of India.

In all film shows we received technical help from the officers of the Film Library of the Government of West Bengal.

The courses closed on the 15th with an entertainment and teaparty given by the participants in the evening. Miss Bose, Chief Inspector, Women's Education, gave away the certificates of attendance.

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*The story is told of a boy who had run away from home. When he was found and asked why he had run away, he said 'I wanted to learn something'. Further questions brought out these explanations — 'I can't learn at home, . . . they keep asking me what I learned at school. I can't learn at school because we spend most of our time correcting our homework assignments and the teacher expects you to know how to get everything right.'*

(*The Democratic Classroom* — LUCILE LINDBERG)

## CRITERIA FOR SELECTION OF CURRICULAR MATERIALS

1. Do the curricular materials provide activity and guidance for all pupils at all educational levels and in all situations ?
2. Have all these materials grown out of a careful study of the needs, interests, abilities and opportunities of the individual members of the group ?
3. Are these group activities flexible enough to be adapted to varying teachers, pupils and situations ?
4. Do these group activities provide for the continuous development of the pupils?
5. Do individual teachers have sufficient freedom and sufficient incentive for individual effort ?
6. Do these group activities deal with problems which are significant to the pupils ?
7. Do these materials provide for constructive social participation ?
8. Do these materials supplement and enrich other activities of the school ?
9. Do the students play an important part in the selection and development of these materials ?
10. Do these group materials and activities provide for the encourage the programme of individual counselling ? Do the group materials and programmes of individual counselling mutually enrich each other ?
11. Do these materials provide for discussions which result in action ? Are these logical activities which grow out of these group meetings ?
12. Do these group materials encourage the growth of the homeroom sponsors ? Will teachers grow through the discussions ?

*(Guidance in the Secondary School*

*by SHIRLEY A. HAMRIN & CLIFFORD E. ERICKSON)*



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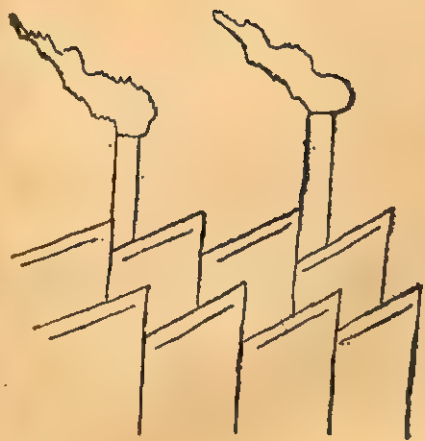
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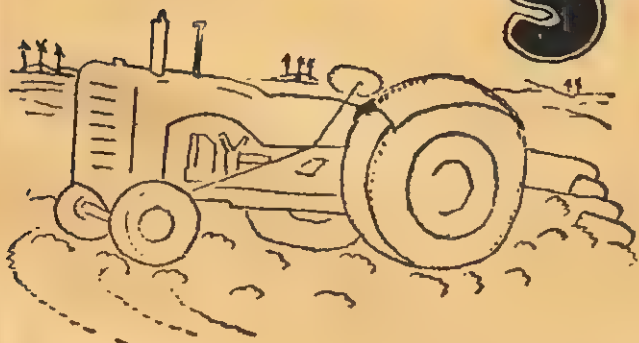
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# TEACHERS' QUARTERLY



Vol. V No. 3

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# Teachers' Quarterly



Vol. V No. 3

*EDITORS:*

**Nalini Das**

**Kalyani Karlekar**

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# *Teachers'*

## *Quarterly*

### **Foreword**

We who are engaged in the actual day to day work in the field of education are usually so deeply concerned with the smaller but more numerous and insistent problems to be faced and solved every day, that we are apt to lose sight of the ultimate issues involved and the final aims and objects of education and life. Not that theoretically speaking, we are ignorant of the general principles and methods of teaching but, in practice, we appear to have no time to take them seriously. Books have to be finished courses have to be covered and students have to be 'prepared' for the examinations. Even then our task is not completed, for questions have to be set, answer scripts corrected and marked, and students evaluated and ranked according to the marks obtained — promoted or otherwise.

Pupils are apt to regard the examinations either as an awful bore or a fearful bogey — a most unpleasant thing in any case. And yet all their school work seems to be oriented mainly towards a series of examinations — culminating in the School Final Examination.

It does not appear to matter in the least if they fail to understand or assimilate their subjects properly, it does not seem to matter at all if they clean forget immediately after the examination, so long as they can memorise the answers to the expected questions and reproduce the same more or less correctly at the time of the examination.

If one really reflects, it is indeed difficult to understand what these pupils gain out of the school in terms of human life and its values.

Am I exaggerating? To a certain extent yes. But there is sufficient truth behind the gloomy picture I have painted to cause deep misgivings in all concerned.

On the other hand, the fact that we are growing more and more conscious of these fundamental defects in our system, is in itself a hopeful sign.

We are atleast, beginning to seek ways and means for improving actual classroom teaching in our schools and introducing more comprehensive and rational principles for the evaluation of the development and work of our pupils. Whenever we go to schools or they came to us, we find an evergrowing interest in the maintenance of cumulative record cards and introduction of improved techniques for examination and evaluation and better methods for teaching this subject or that. The task is extremely difficult no doubt, for old, established habits of thought and action are difficult to change. We have to pool all our resources and join all our efforts together and put our shoulders to the wheel in real earnestness for simultaneously improving the two aspects of education — teaching and evaluation.

NALINI DAS

— : o : —

*Because it is human nature and human needs which define the possibilities and set the limits to education, it is of the greatest importance for the educator to have a sound understanding of what the real needs of human nature are. It might be thought that these needs are self-evident. Men and women, after all, it may be said, have inhabited the earth for thousands of years, and at this time of day there should surely be a pretty complete knowledge of their needs. But, in the first place, human nature is not a fixed entity: that is one of the fascinations of studying it. It is only by trial and error that we find in our lives which experiences are really satisfying and which have no nourishment in them. The environment of men and children are constantly changing. Motor cars and aeroplanes and cinemas were unknown fifty years ago. Foodstuffs are available for us which were not made a generation back. Moreover, men's knowledge of their own nature is always growing greater as artists and writers, mystics and psychologists and philosophers, reveal more of it to consciousness. With new knowledge of their own nature, men see more clearly what comprise valuable ends in living and what their actual needs are. It is indeed only by reckoning with long-distance and ultimate needs that we can tell what needs are really most immediate and most practical.*

(Essential Education by W. R. NIBLETT)



# METHODS OF TEACHING ENGLISH A REVIEW

KALYANI KARLEKAR

English was introduced into this country before the days of the development of scientific methods of teaching. Instruction, therefore, followed the line of least resistance, i.e., translation into the mother tongue. English words, sentences, passages and literary pieces were translated and explained in the vernaculars of the pupils while grammar was taught separately to enable them to use the language correctly in composition. Levels of English teaching varied from the parrot-like chanting of vocabulary as in

Brinjal —	বাঁজাকু,
Cucumber —	খশা,
Pumpkin —	লাউ কুমড়া,
Ploughman —	চাষা,

— which, with added gestures gave a modicum of communication, — to real high standard achievement by a few who had the benefit of diligent drilling by good teachers. Its range also included the much derided 'baboo' English.

## TRANSLATION GRAMMAR METHOD

Translation was the easiest way of interpretation of foreign phraseology by comparison with the mother tongue while grammar provided the safeguards for correct usage. This universally adopted translation-cum-grammar method of teaching English did not observe the rules of psychology but did use some sort of gradation from easy to difficult out of sheer necessity.

The alphabets came first in teaching English in this way, words came next and then sentences. Sentences, developed from simple to complex, were followed by sentence-sequences or paragraphs and paragraphs by short compositions, both prose and poetry. After this the pupils gra-

dually started to browse along the paths of English literature.

As these reading exercises did not enable the pupils to use the language as a tool of expression, this ability had to be acquired simultaneously though separately through grammar and composition. The composition form was also used for writing out answers to questions from the text books. It was however found that the skills acquired in composition and grammar classes were not easily transferable beyond the field of those specific activities, i.e., knowledge of grammar did not enable pupils to write English correctly, nor did practice in writing translations, substances and essays enable them to write explanations and summarisations from text book pieces. "Rote" was the inevitable result except for the fortunate handful who had special linguistic abilities or exceptional teachers. The majority of pupils had to learn whole lots of expected answers by heart. This failed to give proficiency in English as English, imposed a tremendous load on the brain and was, at best, a hit or miss approach.

Other criticisms of this method are that — (a) it stressed reading and writing and made little or no provision for speech training; (b) translation of one background into another completely different was impossible in terms of vocabulary, structures, idioms etc.; (c) it prevented pupils from thinking in English and expressing themselves independently and, lastly, (d) it was a logical approach and completely ignored the psychological processes of language-learning.

With the gradual development of educational methods improvements were effected in this way of teaching to meet the above criticisms and bring

it more or less in line with the principles of modern pedagogy. Pictures were shown for 'concretisation' of foreign ideas and establishment of 'association' between word and object, rhymes and rhythmic repetitions were used for facilitating memorisation by pleasurable activities, questions were asked by teachers to encourage pupils to think, oral work was introduced for giving practice in English speech and 'deskwork' done for objective comprehension and expression. The three-step Herbartian lesson plan was supposed to have provided a psychological approach while experiments were made with other approaches than the alphabetic, such as the phonetic, phonic, syllabic, word-basic and sentence-basic in which one of these clusters was taken as the starting point instead of the alphabets.

All these attempts improved the position but could not eradicate the fundamental defects of the translation-grammar method, for (a) it was still stiff and unnatural, (b) could not motivate the pupils, (c) did not give them control over language as language but only taught them to understand and analyse certain pieces of literature and (d) did not teach even the minimum of simple, correct English to the vast masses of average pupils.

### BASIC ENGLISH

Meanwhile English was constantly extending its scope as the international language of commerce, science, culture and understanding. This called for a simplified form, quick and economical to learn for a minimum interchange of ideas. Basic English was developed to serve this purpose.

Basic English was never a schoolroom approach but an adaptation for the use of adults. Even at that it was so rigid and expressionless as to attract very few learners.

A minimum vocabulary of words each capable of serving the maximum number of purposes was selected for Basic English. For example the word 'seat' was selected to indicate all kinds of seats like chair, stool, bench, sofa etc. and to substitute all

those words in the vocabulary. This selection consists of 850 words, 250 of which are verbs. Needless to say that this English, bereft of all powers of specific expression, could be useful only for superficial tourists and would serve no purpose for students or people to do useful work with it. For children, this colourless language would have nothing to offer for motivation.

Further, Basic English is definitely not a 'method' to be included in a study of methods of teaching.

### THE DIRECT METHOD

The direct method was the first method to challenge seriously the sway of the translation-grammar method. It has been described as 'God's own method' by Mr. Gatenby and as the method of the mother's knee by Dr. Penfield. It is an adaptation of the natural method by which every child picks up its first language from the general language-atmosphere in which it lives; it is a method of direct association between experience and expression, between what is seen, heard, experienced and what is said and written.

The basic psychological principles in the formulation of this method are —

- (a) It follows the natural language-learning habits of children without the intervention of the third factor of a second language.
- (b) Being audio-visual in approach it creates vivid sense-impressions.
- (c) Being aural-oral in execution it establishes manual connections making language-learning more permanent.
- (d) Being based on copious child-activity it interests and motivates children much more than a passive method.

The main characteristics of this method are, therefore :—

I. *Oral approach*—A stream of language is created in the classroom from which the pupil 'picks up' easily and naturally, English is con-



stantly, and copiously spoken. The rich atmosphere of one's own mother tongue can not, of course, be created in case of the second language, but judicious selection and gradation from easy to difficult, simple to complex, familiar to unfamiliar, can simulate a 'lock-gated' artificial flow as near the original as possible. The semblance of reality can be enhanced with the help of pictures, models and dramatic activities with classroom situations. Following the course of nature, teaching starts with oral work, reading and writing being introduced after some progress has been made in speech. Lacking the normal social background for picking up correct pronunciation, the use of equipment like tape-recorder, gramophone records etc. are prescribed while some phonetic training is recommended in higher classes.

II. *Inhibition of the mother tongue*—The method is direct,—objects, pictures, situations, experiences, ideas etc. are directly connected with linguistic expression. Translation is banished, even the use of a bi-lingual dictionary is prohibited. In this way, the use of the mother tongue is continually inhibited during the teaching of English. Orthodox followers of this method insist that the mother tongue should be immediately and completely inhibited while others allow a judicious use of it for instructions and few rare cases of translation of sense which cannot be otherwise conveyed.

III. *Sentences as units of teaching*—This is part of the natural background, for in life, words do not come isolated but in complete, meaningful expressions, i.e., in connected series of sentences.

IV. *Inductive teaching of grammar*—theoretical grammar has no place in the direct method though the teaching of correct sentences is a grammatical function. Grammar may be taught, at a later stage through analysis and systematisation of acquired linguistic knowledge.

V. *Graded text books*—to follow the steps of graded oral work.

The advantage of the direct method lay in the fact that it gave command over language as a means of expression while the criticism that it did not give enough practice in reading and writing could be easily met with the help of text books and supplementary readers.

In practical application the direct method failed to achieve any success in the vast majority of cases. The cause of this failure, however, were not inherent in the method itself but in the background of its application. The average Indian society did not provide any experience of English speech while the limited classroom periods did not offer sufficient scope for drilling, moreover, schools generally do not have adequate equipment for audio-visual approach nor can the average teacher speak English fluently and correctly. These criticisms have been very ably presented by Dr. Michael West who broke away from the fetish of the direct method to formulate his own New Method.

#### THE NEW METHOD

Dr. West's New Method was developed as a reaction to the defects and difficulties in the application of the Direct-Method. Taking the four chief factors of language-learning as (1) motivation, (2) practice in speaking, (3) distribution of practice and (4) realism, he holds that none of these can be properly effected through the Direct Method under Indian conditions.

The motive for learning the mother tongue is the imperative need for communication but there being "no such motive in the classroom learning of a foreign language"—the direct method fails at its very beginning.

Regarding "practice in speaking", even if the length of the English period is of sixty minutes, the teacher will, in this period, probably take at least half the time and the remaining half-hour will be divided among at least thirty pupils speaking one at a time, 'thereby yielding an actual individual pupil-talking time to one minute in the hour. Even if mass practice is used, allowing for



correction of individual students it is unlikely that a pupil gets more than twentyfive per cent actual individual pupil talking time. On the other hand, a child learning the mother tongue in the natural way is talking about seventy percent of the time.

Thirdly, proper distribution of practice in speaking is required to deal with the problem of forgetting. Psychologists have demonstrated that "one forgets more in the first few minutes than in the next few hours than in the next few days and so on. The classroom learner has perhaps three or four language periods a week with all the rest of the week to forget it in. He has Saturday and Sunday free—he has three months' holidays in the year. Indeed language teaching in schools is very much like filling a bucket with a hole in it." On the other hand the infant learner of the mother tongue, "has all day and every day . . . his loss by forgetting is the absolute minimum."

In real life language is a form of behaviour in which code or rules of grammar have very little place but the drilling through functional approach in a direct method classroom has scarcely any reality or naturalness in the true sense of the term. Drilling like 'Is this my foot?' 'Am I a pupil?' 'Am I looking up or down?' teaches only language code and has no relation to actual real life use of language. This approach herein definitely fails to create the natural flow of language from which infant learners pick up.

The infant learners are simply 'pickers up' but "The classroom can never produce the life realities of language learning for pupils". The ideal method of learning a second language under these circumstances would be a combination of picking up and code.

The new method developed by Dr. West is a reading and comprehension method designed to obviate difficulties of large classes and fulfil Indian needs which are primarily of reading and comprehension.

There is no translation but the use of the mother tongue for helping the pupil to read and understand English has been prescribed.

Reading ability is developed in the following way —

(1) There is a 'reader' for each class in which alphabets and vocabulary are introduced in graded order. Sentence structures are graded from simple to complex but with no definite grammatical plan. Vocabulary consists of two kinds of words — 'those we talk with' and 'those we talk about'. The series of books (New Method Readers) provide a minimum reading vocabulary of 1158 words.

(2) The acquiring of language skills is not fruitful unless the achievements in one context are transferable to another, i.e., the pupil can not only understand the class text book but can understand and use similar English elsewhere. In the New Method Readers, the reading-comprehension ability of the learners is consolidated and evaluated at every stage with the help of picture tests and, at the end of each volume, a fresh set of such tests are provided for further transfer under still more different contexts.

(3) Rapid Readers follow each text book for developing skills in silent reading. These readers are written in the same standard of English as their preceding text books and achieve further consolidation and transfer of skill acquired by the study of the texts. These rapid readers are interesting story books and provide motivation by way of interest created in the stories.

As for the skills of speech and writing. The latter is to develop side by side with reading while the former is introduced after reading ability has been established.

This method is 'direct' in the sense that, instead of establishing connection with English through the medium of the mother tongue it establishes direct connection of ideas with English expression with the help of actions and pictures. Though passive in the sense that it emphasises silent reading for comprehension as a culminating skill, it provides for interesting classroom activity through objective type work with pictures.

On the other hand the psychology of using reading as an approach in place of the oral approach is rather doubtful and it is not acceptable that the quality of this method would not be affected by the size of the class, the length of the teaching period and the quality of the teacher.

#### DR. PALMER'S METHOD

At the same time, the direct method was being reformed by those who believed in its efficacy.

Dr. Palmer used this method in a set pattern of drilling for complete conditioning in the use of correct English speech without the help of theoretical grammar.

As opposed to Dr. West Dr. Palmer believed that listening was an activity more suited to adult than child. His direct method of oral English is, therefore, an extremely practical one. Objectives are clearly specified at every step and the specifications are executed to "language situations" taking place of grammatical categories. These are instilled by drilling in economical and common-sense procedures for using language for communication.

The three stages in each unit of drilling are firstly,—receiving knowledge, secondly,—fixing it in memory by repetition and thirdly, using the knowledge by real practice. Speech is drawn out of children by questions like—what, who, where, which, how many, etc. or—is this, are you, do you, have you, etc. and indirect questions like 'tell me', 'I want to know'—etc. Gradually pupils are also led on to ask questions and carry on drill among and by themselves. The basic drill pattern is something like the following—

What is this? — It's a book.

What's that? — It's a pencil, etc.

followed by—Is this a book? Yes, it is or No, it isn't etc.

The drill pattern becomes gradually more complicated with the acquisition of more and more skills by the pupils. All the basic language situations (or grammatical categories) needed for a general mastery of English are drilled in this

manner. These situations are divided into fifteen grammatical categories as following—

- (1) Names of objects. (what?)
- (2) Names of substances. (what?)
- (3) Names of persons and substitutes for them. (who?)
- (4) Place and position. (where?)
- (5) Number. (how many?)
- (6) Measure and quantity. (how much? how far? etc.)
- (7) Possession. (whose?)
- (8) Describing of objects and persons. (which? what like? what sort of?)
- (9) First, second, third etc.—ordinal numbers. (which?)
- (10) Describing of momentary actions. (what are you doing?)
- (11) Describing of habitual action. (what . . . do, does, did?)
- (12) Past and future, passive and active. (what did you do? what have you done? what are you going to do? what has been done?)
- (13) Expression of condition. (can, must, want, if)
- (14) Time. (what time? what day?)
- (15) Period of time, frequency, distance, measurement etc. (how long? how often? how far? how big? etc.)

#### MR. GATENBY'S ADAPTATION

Mrs. Gatenby has used Dr. Palmer's drill in a series of text books in a natural direct method for picking up the language. He uses a similar drill pattern with statements, questions, agreement, contradiction plus commands like 'sit down' 'get up' etc. His process has the following characteristics:—

- (a) Associating names with objects, ideas etc.
- (b) Learning by ear (sound) and not by the eye (sight).
- (c) Learning words in common groups of sounds (sentences).
- (d) Learning through actions.

- (e) Elimination of errors through constant self-correction procedures.
- (f) Artificially created need to simulate nature's compulsion.
- (g) Learning with the maximum number of teachers and amount of time and equipment to parallel the natural way of learning all the time.
- (h) Constant revision — part of each day to be devoted to recapitulation of previous work.
- (i) Variety of approaches to sustain interest.
- (j) Living speech as approach to language learning as in the case of nature.

The direct method which had started as a free and natural method of picking up thus became specifically limited and graded in the hands of Dr. Palmer and Mr. Gatenby. But still it seemed that the amount of drilling and the skill of teachers needed for the successful application of even these limited approaches are not available in Indian.

THE STRUCTURAL APPROACH

The structural approach is not a new method but a new approach to the old direct method

which aims to combine 'code' and 'behaviour'.

This approach has been developed through extensive research work on the teaching of English as a foreign tongue both in England and in the U.S.A.

Its main principles may be briefly stated as following :—

1. *The oral approach*—Like all varieties of the direct method the oral approach is the main principle,—reading and writing being introduced after six to eight weeks of intensive oral drilling.

2. *Gradation*—The sentences patterns presented for drilling are, however, graded rigidly and scientifically. Not just from simple to complex, easy to difficult but according to scientifically connected grammatical categories. For example, the language is introduced through simple sentences in the simple present tense with forms of the verb to be (is, am, are). This form is drilled and developed through variations as represented in the following substitution table :—

TABLE I

This		is		Geeta, Seeta, Meera etc.) Proper names
That				Amit, Arun etc.
				book, pen, pencil, etc., — common nouns.
		my		" " " name
		your		
		his		
		her		
my	name	on		
your	book	in		
his	pen			
her	pencil			
I		am	on	the table
you		are	in	the box, bag
he		is		
She				
This girl		a		Geeta, Seeta, Meera, etc.
That girl				Amit, Arun etc.



The definite article 'the', adjectives (starting with colours and proceeding through demonstrable ones) and the possessive with 's' are introduced after these structures have been drilled and

studied through reading and writing.

The present continuous tense with a few more prepositions are taught next :—

TABLE II

Kamala	is	walking			
Rama		jumping			
I	am	hopping		to	the school
You	are	running		from	me
he		coming	the book	over	Kamala
		going	the pen		Rama
she		giving	pencil		your head
they		throwing	ball	under	the table and
		putting	box	between	me and you
		etc.	bag	near	the desk.

Past and future tenses and negative and interrogative forms come next.

It will be noted here that while Dr. Palmer and Mr. Gatenby have used the interrogative form from the very beginning, the structural approach postpones its introduction to a latter stage, Drilling no doubt becomes somewhat rigid, without questions being asked but the reasons given for this postponement are firstly that simple repetition of forms given by the teacher is an easier task than composing sentences in reply to questions and, secondly, that the question form being inverted is liable to create confusion and increase chances of error if introduced before the normal forms are reasonably well acquired.

3. *The Importance of structures* — Mr. Osborne has described the structural approach as a direct grammar method because of its emphasis on the importance of 'structures'.

Structures, however, are not quite the same as grammar. A structure may represent a grammatical rule (code) or an idiomatic expression (behaviour), both of which are taught functionally in the structural approach.

The underlying principle here is that it is the structure of a language which constitutes its real basis and is difficult to acquire while it is far easier to pick up the general vocabulary.

Vocabulary is divided into two kinds — structure words and content words (cf words we talk with and talk about). Structure words consist of a bulk of prepositions, conjunctions, articles, helping verbs, a number of adverbs like always yesterday, adjectives like little, good, tall, thin negatives, pronouns etc. These words are unreplaceable in a sentence, i.e., their position cannot be changed or they cannot be replaced by other words without fundamentally changing the meaning of the sentence while content words have fixed meaning but their change or removal not change the sentence.

4. *Introduction* — Because of its very nature, this approach must be used from the very beginning or not at all. A child who has already acquired a haphazard knowledge of English would find it very difficult to outgrow the influence of the previous unscientific knowledge and would tend to be diverted continually, by his previous knowledge, from correct structure drilling.

### 5. Principles of selection and gradation—

Structures are graded so that each step follows directly from the previous one building up an integrated fabric of language-skills. Their selection is again based on the following principles—

**Usefulness**—Some structures are more useful than others, e.g., 'This is—' is a structure without using which repeatedly it is impossible to speak, read and write English, while structures like 'Would to god that—' would be scarcely needed at all. Moreover the former structure has possibilities of almost endless development while the latter has perhaps one form only.

**Productivity**—as seen in the above to structure and in the substitution tables, some structures can produce multiple variations while others are extremely inelastic. The latter kind of structures would find no place in a school syllabus with the structural approach.

**Teachability**—as all language drill has to be done through situations simulating reality, structures should be such for which it is possible to create situations.

6. *One at a time*—One form of a structure has to be taken separately as a single structure, e.g., 'This is' completed with proper names is one structure and 'This is a—' with common nouns is another for the purposes of drilling.

So also with vocabulary, 'has' in the following six sentences should be treated as six different words—

Ramesh has two eyes.  
Ramesh has two brothers.  
A book has four sides.  
I have a book in my desk.  
I have my breakfast at 8 o'clock.  
I have been ill since Monday.

### 7. Extent—275-300 sentence patterns with a

vocabulary of 2500-3000 words constitute a working command of the English language.

In a six year course of English the first three years should be devoted to the acquisition of the preliminary structures and the next three years for development and specialisation of the acquired skills

This approach to the teaching of English adopts the following procedures—

- (a) Intensive drill with the bulk of the work being done by the pupils.
- (b) Mastery of each structure before the introduction of the next.
- (c) Drilling of each structure in different contexts with different vocabulary and using substitution tables.
- (d) Use of each word phase in different parts of the sentence—e.g.,  
It is my book.  
My book is in the bag.  
The bag is on the able.
- (e) Strict adherence to the given structure sequence.
- (f) Constant revision and prevention of errors through self correction
- (g) Ample oral work before introduction of each new set of reading materials.
- (h) Grammar taught only functionally.
- (i) No teaching of poetry because poetry is not composed with attention to structures.

There are some definite advantages of this method though these have not been proved very largely in India.

Firstly, it meets the difficulties of limited time and opportunity by limiting the teaching 'doses' of English and

Secondly, by limiting teachers strictly to the given structure sequence it meets difficulties created by teachers' faulty English. It is actually

'teacher-proof and the teacher learns correct English through the process of teaching.

So far as defects of this approach are concerned some consider it to be too stiff and boring, others are dissatisfied at the abolition of poetry and still others by the abolition of theoretical grammar.

The rigidness arises out of the necessities of the present Indian situation and can be met by introduction of games and picture.

Some syllabuses have introduced poetry for recitation and appreciation only without encroaching into the structural syllabus.

Some would like to introduce theoretical study of grammar in the topmost classes atleast for those who would specialise in the study and may be, the teaching of English in later life.

All these discussions however will remain open and all criticism inconclusive till the structural approach has been tried and proved further in this country.

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### YOUTH BEST CRITICS OF YOUTH

*A large German firm of book publishers has set up an 11-member youth committee of boys and girls aged between 13 and 18 to read all books for young people which the firm intends to publish. The young people offer frank and free criticism about a new manuscript, and either approve or reject it. Previously, a selection of new manuscripts was only considered by adults before publication. The group of young 'critics' includes high school and secondary school pupils.*

*This arrangement provides for a proper judgment of the manuscripts with reference to the tastes and mental development of young readers by persons of their own age group.*

*(Weekly German News, September 10, 1960)*



# BENGAL WOMEN'S EDUCATION LEAGUE

## RAINS TERM PROGRAM—1960

### *Saturday — 9th July*

MATTER AND METHOD OF MORAL INSTRUCTIONS  
IN SCHOOLS

Chairman — Sm. Monorama Bose

Speakers — Sm. Mira Datta Gupta

Sradhaprana Sm. Lakshmi Devi

### *Saturday — 23rd July*

HOW TO PLAN A SCHOOL EXCURSION TO MAKE  
IT BENEFICIAL

Chairman — Dr. Sm. S. E. Rani Ghosh

Speakers — Sm. Pushpamayee Bose

Sm. Hashya Adhikery

### *Saturday — 6th August*

PHYSICAL EDUCATION IN SCHOOLS

Chairman — Sri Bijoy Kumar Datta Gupta

Speakers — Sm. Lila De

Sm. Promila Bose

### *Saturday — 20th August*

ORGANISATION OF HOBBY CLUBS IN SCHOOLS

Chairman — Sri K. P. Chowdhury

Speaker — Sri Tamash Ranjan Roy

### *Saturday — 3rd September*

AUDIOVISUAL AIDS IN SCHOOLS WITH  
DEMONSTRATIONS

Chairman — Sri D. N. Roy

Speaker — Sri S. P. Mukherjee and others.

### *Saturday — 10th September*

FILM SHOW — (1) Teacher, (2) Preparation  
of Teacher

Interval — Light Film

1. Maintaining class room discipline

2. Practising democracy in the class room

Conducted by — Sm. Kalyani Karlekar.

## INTRODUCTION TO THE EDUCATIONAL FILMS

SHOWN ON 10.9.60

### *I. Preparation of Teachers*

The story of teachers' training. How they study, work in laboratories prepare teaching aids, observe the work of good, experienced teachers, practice teaching in class room, guide pupils in the playground, learn to use modern methods and develop their personality by participating in social activities.

Examples of two teachers :—

(a) Jack — deals with the problems of a child

who is outstanding good at studies but an equally dismal failure in games. Jack observes and encourages the boy, interviews his parents, finds out the cause of his fear and shyness and cures him.

(b) Elaine — Can't teach because she can't control her class. She is an awkward girl who fails to establish rapport with her pupils, but is helped to develop her personality by participating in the social life of the college and getting experience of small children. She ultimately develops into a good teacher.

## II. *The Teacher*

The story of Julie—a dedicated teacher. She dreamt of being a teacher even when she was in school.

She is seen teaching her class about Mexico providing opportunities of self-expression to pupils and drawing upon their resources.

She is offered an excellent job with a television company.

She has a party with her brother's family on her birthday and incidentally drops the information that she may leave the school for better prospects.

Her brother's children who are also her pupils are perturbed and visit her room at night.

Talking about her past she remembers how she was inspired by her own teacher, how she went through her training and accepted the teacher's life enthusiastically.

Next day she stops in the midst of her work to remember that she may soon leave it.

She rings up the television company to say that she cannot leave her teaching.

## III. *Maintaining Classroom Discipline*

Picture of a teacher who is unable to deal with minor every day breaches of discipline and creates a classroom situation which is not conducive to proper learning.

He becomes angry and derisive—is caricatured; becomes vindictive—is met with a subtle defiance. Weapons of expulsion from class and detention after class hours fail.

The cause of all this trouble is that having failed to motivate his class he tries to make up for his deficiency with the dangerous instrument of mass punishment.

The other picture is of what the same teacher should have done.

He motivates the class by using examples from real life to make learning meaningful. He treats pupils kindly, corrects their mistakes tolerantly, handles minor breaches of discipline with skill and humour.

Fear fails where mutual respect succeeds.

## IV. *Practising Democracy in Classroom*

The school builds good citizens—free individuals for a democracy.

The staff draws up plans in committee meetings, group discussions etc.

The example of a good teacher:—

How pupils are oriented through cultivation of mutual understanding.

How their experience and knowledge are drawn upon for cooperative class activities.

How different types of pupils from the shy to domineering are cast into the pattern of mutual cooperation.

How mutual respect is developed through sharing of responsibility.

Demonstration of group work with specific goals.

Supervision of work by teacher,—guidance without domination.

How pupils become engrossed in their work because of developed interest.

Various types of activities,—individual study and work, expeditions, fieldtrips, projects.

Learning of school subjects through democratic practices.

Evaluation of work by teachers and pupils through tests, conferences, teacher-pupil consultations etc.

# SEMINAR ON STUDENT INDISCIPLINE

( Summary of the report received from 'SEMINARIAN,' Calcutta. )

A two and a half day seminar on 'Student Indiscipline, with community living was held in the hostel of the Multipurpose School of the Ramakrishna Mission at Narendrapur (8 miles from Calcutta) from the 13th to the 15th August 1960. Twentytwo regular participants — students, teachers, professors etc. attended regularly while occasional visitors dropped in for single sessions. The names of the following may be mentioned among those who guided the discussions—Dr. D. L. Ganguly of the Department of Psychology Calcutta University, Dr. B. D. Nagchowdhury, the nuclear physicist, Mr. Sachin Banerjee, engineer, Mr. Benjamin Polk, architect, Mrs. Emily Polk, poet, Mrs. Kalyani Karlekar, Co-ordinator, Department of Extension Services, Institute of Education for Women and Prof. Niranjana Haldar, Chairman, Seminarian. A youth leader of the Neo-Dastoor Party of Tunisia also spent a few hours with the group.

The object of the seminar was stated by Swami Lokeshwarananda in his inaugural speech. He pointed out that indiscipline among students was not a disease but a symptom, investigation, therefore should be made about the disease which produced this symptom.

The subject was discussed in four sessions, in three broad divisions, viz., Our Social Values, Psychological Factors and Techniques for the Development of Democratic Discipline. The main points arising out of the sessions and group discussions are given below :—

## I. CAUSES OF INDISCIPLINE

**A. Changing Social Values** — Social values determine the general pattern of individual behaviours and aspirations. The sense of right and

wrong, good and bad also develop from those values.

Modern India has emerged with secular ideas and liberalism within a tradition-structure of religious values, ethics and social habits. But, except in some minority groups secular ideas and liberalism have not become deep-seated. The dominating spirit of modern India consists of nationalism with an increasing religious orientation. The ethics of duties, self-sacrifice and self-development have been deduced from this national passion. Discipline, which had been inculcated for the achievement of freedom, seems to be of no use now. Independence has failed to provide a system of duties and responsibilities, of decision without passion. Certain economic failures have aggravated the problem. Besides, we have inherited democratic institutions without democratic traditions. The national movements had made us conscious of our rights without awareness of duties, civil disobedience failed to develop 'civic' consciousness.

Rapid industrialisation and urbanisation, again, have generated a crisis of values.

**B. Political Factors** — Students, being the more sensual and emotional stuff of our society are easily swayed by political leaders. The doctrine of Karl Marx, emphasising collective strength has developed an aggressive outlook expressed even through petty causes.

**C. The Failure of Elderly People** — Guardian-ward relationships have deteriorated. Guardians do not keep in touch with educational institutions in which their wards study and have lost all influence or control over them.



Class teaching is incomplete and haphazard. Many teachers, more interested in political movements than studies actually encourage their pupils to join political action.

There is scarcely any educational or vocational guidance for students.

## II. PSYCHOLOGICAL FACTORS

'Indiscipline is the expression of the reaction against grievances.' 'Non-cooperation' and 'disobedience' were highly prized political weapons wielded through students in the pre-independence days. That attitude has stuck and, today, students are encouraged to defy their authorities on grounds of grievances. Only appropriate changes in education and psycho-socio-economic background can bring about changes in the present-day outlook.

Indiscipline is due also to frustration. Fear of unemployment, lack of opportunity for proving their abilities, lack of an atmosphere of mutual understanding etc. give rise to this feeling.

Break up of family life is another cause of indiscipline. Family is one of the grounds of training in discipline, but various causes have combined to make family life amongst middle class people extremely unsatisfactory.

Moreover, there is no ideal, no philosophy in life though sometimes lipservice is paid to ethical values. The Marxist doctrine, on the other hand, condemning "compromise" as counter-revolutionary, creates an attitude of revolt amongst the youth. Students (specially in Calcutta) believe in their revolutionary role and try to work it out in all fields.

The general economic distress prevailing all around enhance the influence of the above mentioned factors for indiscipline.

## III. TECHNIQUES FOR THE DEVELOPMENT OF DISCIPLINE

Insubordination, riotous and destructive behaviour and delinquency can be mentioned as ex-

amples of indiscipline. Discipline has to be inculcated by the removal of these symptoms and cultivating responsible and constructive behaviour. Discipline can be authoritarian or democratic. Authoritarian discipline is imposed from above, based on blind acceptance (and rejection) and enforced by violence or moral coercion. It does not clarify its purpose and is easily broken down with the loosening of its hold. Democratic discipline, on the other hand, is self-generative, conscious, based on consent and rational judgment. It is permanent in nature.

This type of discipline can grow only in a cordial and permissive atmosphere and adequate friendly guidance in educational institutions.

Cultivation of this type of attitude should start from very early childhood and such educational methods should be applied in schools which develop judgment and reasoning amongst pupils. In place of lectures and notes, emphasis should be laid on seminars, group discussions, individual study and assignment or research-type activities. Extramural social welfare activities should be introduced to develop students emotionally, intellectually and vitally. Ample opportunities for team games should be provided and school administrations should give importance to pupil-authority cooperation and self-government.

Social and economic differences may be minimised by the provision of scholarships and stipends and discreet help from earmarked funds.

Lastly a distinct philosophy of life was necessary. Such a philosophy could be developed by cultivation of values of national and social importance beyond and above party politics. Participation in social and economic activities was essential for this.

Student life being preparatory to future life political discussions should not be barred out, but active participation, if any, should not use educational institutions as platform.

The consensus of opinion was that the present system of education was not conducive to the development of a sense of discipline, but no system can be changed overnight. Individual efforts would be needed to bring about the necessary changes in outlook. Students in top classes in schools and colleges might help by trying to develop a healthy outlook in their fellow students. They might try to influence student unions which are often centres of indiscipline.

#### IV. CONCLUSIONS

The participants were of the opinion that they had learnt quite a lot in course of the two and a half days. They felt that more seminars of this type should be organised. Some made special mention of the spirit of community living and the prevailing congenial atmosphere.

Thanks were given to the students, teachers and the authorities of the Multipurpose School Hostel of the Ramakrishna Mission, Narendrapur.

### STUDENT DISCIPLINE—TECHNIQUES ( Workidg Paper drawn up by Mrs. Karlekar )

- I. What is indiscipline? Insubordination. Riotious, destructive behaviour, Delinquency.
- II. *Kinds of discipline*  
(a) Authoritarian— Violent or benevolent, makes subjects for dictatorship.  
(b) Democratic — Makes responsible citizens.
- III. *Assumption* The present seminar prefers democratic or self discipline.
- IV. *Comparison*
- | Authoritarian                               | Democratic.                    |
|---|--------------------------------|
| 1. Rests on violence or moral coercion      | 1. Rests on consent.           |
| 2. Imposed                                  | 2. Self-generative.            |
| 3. Dictated or suggested                    | 3. Responsible or conscious.   |
| 4. Based on blind acceptance and rejection. | 4. Based on rational judgment. |
| 5. Negative                                 | 5. Positive.                   |

- |                          |                             |
|--------------------------|-----------------------------|
| 6. No clarity of purpose | 6. Purposive and motivated. |
| 7. Shifting and unstable | 7. Lasting and reliable.    |

#### V. *Bases of Democratic Discipline*

- (a) Readiness — Belongingness, security, acceptance, prestige and mutual trust.  
(b) Attitude — values, purpose, interest, motivation.  
(c) Practice — cooperation, adjustment, leadership.

#### VI. *Techniques* (Educational Institutions)

- (a) Atmosphere, orientation, guidance :— Warm, welcoming, permissive atmosphere of the institution. Orientation of students in transition from stage to stage in and between school and college. Friendly guidance — educational vocational, interest in troubles, help in financial distress, contact with family and social background, scrupulous honesty and trust.
- (b) Philosophy — aims and objectives :— Cultivation of values of national and

social interest beyond and above party politics, co-operation, devolution of responsibility and general services, equality of opportunities, equalisation of differences.

Cultivation of rational thought and judgment in curricular and extra-curricular activities.

- (c) Activities and studies — cooperative responsible :—

Methods of study to develop judgment and reasoning. Seminars and workshops in place of lectures and notes. Library

work, research-type work. Assignments. Self-Government, responsible functions in library, examinations, games etc.

Supplementary social and economic activities. Consider : N.D.S. and National Service.

#### VII. Conclusions :—Suggestions for follow up —

- (a) Family, society, economic background.
- (b) Educational institutions.
- (c) Themselves,— study circles, social services, extra-curricular constructive activities — social, cultural, economic.

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## BOOK REVIEW

1. EVALUATION IN GENERAL SCIENCE, 2. NEWS LETTER — SCIENCE CLUBS and 3. EVALUATION IN SOCIAL STUDIES. — Directorate of Extension Programmes for Secondary Education, Government of India.

The reports sent by the Directorate of Extension Programmes for Secondary Education on Evaluation in Science and the Newsletter on Science Clubs have been studied with interest by the Science staff and students of the Institute of Education for Women, Calcutta.

It would have been more helpful if the topics chosen for illustration of learning experiences were from pure science. Some more concrete suggestions on evaluation that can be experimented upon in training colleges would also have been welcome.

SOBHANA DASGUPTA,

*Lecturer in Science,*  
Institute of Education for Women.

I have gone through the whole book on Evaluation in Social Studies and my impression is that it is thoroughly technical. It specifies the aims and objectives of the teaching of Social Studies very well. The approach to the special objectives of evaluation and the construction of evaluation tests seemed to me to be flawless. The illustrative project on U.N.O. is good it would have been more helpful to teachers if some learning experiences related to Indian society had been similarly planned out.

The utility of this book to school-teachers is, however, doubtful, because they have almost no previous orientation in the construction and application of new type of evaluation tools. I, therefore, feel that the syllabi and programmes of teachers' training should be so reformed as to give teachers actual practice in the construction and application of new-type tests.

INDIRA DAS,

*Lecturer in Geography,*  
Institute of Education for Women.



# 5th ALL INDIA SCIENCE TEACHERS CONFERENCE

*Kanpur, December 26, 27, 1960*

Ever since its foundation in June 1956, the All India Science Teachers Association brings together individual science teachers and others interested in the teaching of science in schools, educational institutions and local level science teachers' groups for exchanging information and carrying out activities of common professional interest. The Association publishes a quarterly journal in English 'VIGYAN SHIKSHAK', organises seminars and meetings and an annual conference along with which a science exhibition and prize competitions for schools, pupils and teachers are held. The four annual conferences have been held at Gwalior, Madras, New Delhi and Jabalpur respectively. Distinguished educationists such as Dr. A. L. Mudaliar, Dr. C. D. Deshmukh, Dr. K. L. Shrimali and others have associated themselves with the conferences. The forthcoming conference will be inaugurated by Dr. A. N. Khosla, Member for Education, Planning Commission, Government of India and presided over by Dr. A. C. Joshi, Vice-Chancellor, Punjab University and founder President of the Association.

## PROGRAMME

- December 26, 1960* — 11 A.M. Inaugural Meeting.  
2 P.M. Symposium: "Third Plan Schemes in School Science Education".  
5 P.M. Popular Lecture and Film-Show.
- December 27, 1960* — 10 A.M. Discussion: "Work of the Science Teachers' Association".  
12 NOON Annual General Meeting.  
2 P.M. Discussion "Next Steps in Science Talent Location and Promotion" or Reading of Papers.  
5 P.M. Prize Distribution and closing Function.

## PARTICIPATION

Participants in the conference should be members of the All India Science Teachers Association either individually or through their educational institution or a science teachers association affiliated to the all-India Association Membership dues are payable to the treasurer All India Science Teachers' Association as follows :

Individual membership fee — Rs. 5/- (for one calendar year inclusive of subscription to the journal).

**Associate institution** — Rs. 10/- (for one calendar year inclusive of subscription to the journal, entitled to nominate two delegates to the conference).

**Affiliated Association** — Rs. 10/- *plus* Re. 1/- per individual member claimed entitled to proportionate representation).

Members of the reception committee at Kanpur will be entitled to participate in the deliberations of the conference but not in the annual general meeting.

All participants will also be expected to pay to the reception committee C/o Sri P. N. Mehrotra, Head, D.A.V. Training College, Kanpur, a fee of Rs. 2/-. The reception committee shall arrange for the stay of participants. Meals will be arranged for on payment at rates to be fixed by the reception committee.

### TRAVEL

Although the Association as such is not entitled to railway concessions for the conference, it is affiliated to the All India Education Conference which is being held at Kanpur from 28th December 1960. Those who enrol as delegates to that conference with Sri A. P. Khattry, Jt. Secretary and Treasurer of the All India Federation of Educational Associations, Civil Lines, Kanpur, or any other persons authorised by the Federation for the purpose on payment of Rs. 5/- will receive single fare double journey railway concession forms.

All teachers proceeding on bonafide educational travel certified as such by the educational officers of their district can receive single fare double journey rail concession from the office of divisional superintendent of railways in their respective areas.

The association itself has in previous years been able to pay members a single one-way second class fare out of grants received for the purpose. Subject to receipt of grants, this will be possible this year, too, in the case of all members who have enrolled with the association office before *December 1, 1960*.

### DISCUSSIONS

The symposium on "Third Plan Schemes" is intended mainly for familiarising science educators with schemes now envisaged for collating comments of the conference thereon for transmission to appropriate government agencies. These have been requested to present their schemes to the conference. Participants are invited to contribute comments on such proposed schemes as they are familiar with. A working paper on the subject is also being printed in the *VIGYAN SHIKSHAK*.

In the discussion on the work of the Science Teachers Association, participants are particularly requested to contribute in advance in writing to the secretary of the Association and present to the conference in persons factual accounts of the

work of science teachers' associations or groups with which they have been associated and comments and suggestions in respect of the practical possibilities which the All India Association or state associations should undertake.

Papers are invited for the other discussion.

For further information please contact —

(Dr.) S. SHUKLA,  
*Secretary,*  
ALL INDIA SCIENCE TEACHERS' ASSOCIATION,  
33 PROBYN ROAD, DELHI - 6.

### 3rd ANNUAL PRIZE COMPETITIONS

#### RULES

1. The competitions are open to all teachers who are enrolled individual members of the All India Science Teachers Association or of an association affiliated to it and to institutional members of the A.I.S.T.A. Work of the students of these teachers and institutions is admissible.
2. The following categories of entries will be entertained during 1960 :
  - (a) Teaching aids prepared by individual teachers in schools or student-teachers or lecturers in teacher-training institutions.
  - (b) Projects carried out by group(s) of students complete with visual aids, diagrams, description of procedure and end product.
  - (c) Individual projects completed by students.
3. All entries in the competitions must be intimated to the undersigned and the secretary, reception committee, 5th All India Science Teachers Conference, C/o. Sri P. N. Mehrotra, Head, D.A.V. Training College, Kanpur by December 20, 1960. The latter will arrange for the exhibition of all entries.
4. All entries must be certified by the head of the educational institution concerned to have been the product of the work of the persons submitting the entries, reasonable amount of assistance from the teachers.
5. The entries will be assessed by a panel of judges appointed by the council of the All India Science Teachers Association. The judges may make such enquiries from the competitors as they might find necessary.
6. Prizes will be awarded to the first two individual entries in each category. The best represented institution in each category, will also be awarded a prize. Other



suitable entries may also be awarded certificates of merit on recommendation of the judges.

The first prize in each category shall be Rs. 100/- and the second prize shall be Rs. 50/-. The best institution in each category as also the prize winner will be awarded certificates. The council of the association may on the recommendation of judges reallocate prize money or not award any prizes for which entries received are not considered suitable.

7. The Association is also likely to find money to reimburse competitors to the extent of one-way second class fare for one person for each entry out of grants for the purpose when they are received.

(DR.) S. SHUKLA,  
Secretary.

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### LEAVE IT TO THE KIDS

*The school board of Galax, Va (Pop. 5,200) is composed of shrewd men who know how to kill two birds with one stone. Galax has long had a contract to take in white high school students from adjacent Grayson County, and the 285 students cost money. When a federal court recently ordered Galax to take in eight negro county students as well, the board saw its chance. To save both money and segregation, it simply cancelled the contract with Grayson County.*

*The board did not reckon with the students themselves. Last week 590 of the 598 students at Galax High School fired off a petition demanding that the 285 white students from Grayson be admitted — along with the eight negroes. The kids raised such a fuss that 1900 grown ups signed similar petitions. Protestant ministers called sharply on the board to act 'with respect for every human being and regard for the democratic privileges open to all persons'. Faced with such reaction, the school board hustled lawyers off to Baltimore to ask the U.S. Court of Appeals to stay the integration order. Chief Judge Simon Sobeloff refused and the board had nowhere to go. Result :—the kids of Grayson County — white and black — will go to school in Galax.*

(Time September 26, 1960)

# HIGHER SCHOOLS AT A NEW STAGE

VYACHESLAV YELYUTIN,

*Minister of Higher and Secondary Specialized Education of the USSR*

Barely one year has passed since measures for reorganization of education were adopted, but their beneficial results have already been felt.

Now that the process of studying has been brought closer to production with its strict schedule and discipline and the student himself participates in this production, his attitude to studies in the higher schools has become more serious, purposeful and responsible.

Professors and instructors visit enterprises more often, as a result of which teaching has become more concrete and more practical.

## TWO BASIC FORMS

Two basic forms of education have developed in the Soviet higher educational institutions. The first includes correspondence and evening studies, when the student is trained without discontinuing his work. Under the same category come college-enterprises in which fundamental studies are combined directly with the work in the shops of factories and plants, which become something like laboratories of higher schools. Under these conditions the student acts as an operative, a team leader, a foreman, a technologist and an engineer in consecutive stages.

The second form of education provides for day-time studies integrated with practical activities. Specific forms of this integration depend on the scope of a higher school or a course and the students' specialization. Thus, at higher technological, engineering and industrial educational institutions, day-time studies are combined with combined with correspondence and evening studies for one or two years in the junior courses and

for six months in the senior courses. At higher schools training specialists in agriculture, geology, road construction and in other branches connected with the seasonal nature of production, day-time studies alternate with work at an industrial enterprise, on an experimental farm, state farm, collective farm or an office. The process of day-time studies in medical and pedagogical higher schools have also peculiarities of their own.

## CHANGING OCCUPATIONS

During the two years a student of a technical higher school is required to spend at an enterprise, he changes several occupations. This is very useful. The engineer should acquire adequate working habits. There is no doubt that under this system of training, the young specialist obtains a thorough grounding, experience and organizational habits. At the same time he acquires information which facilitates his theoretical studies. The organization of higher-school studies presupposes not only combining study with work, but also improving the specialists' theoretical knowledge on this basis.

## STUDENTS' INITIATIVE

It is highly encouraging to know that students themselves show great initiative. On the proposal of the students of the Kazan Aviation Institute, the country's first Student Designing Office was set up. Such offices now exist in many higher schools. Under the guidance of professors and instructors, students fulfil orders for industry and construction.

The designing office of the Lvov Polytechnical Institute has already won popularity, because from the outset it has associated its activities

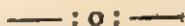
with the vital needs of the city region. The activities of the students' designing office are essentially connected with course papers and diploma design and are an inalienable part of the educational process.

Every day more complex and topical problems are being tackled by students' scientific societies. Conferences and discussions dealing with different questions of science and engineering have become

an extensive practice, the themes for them being selected by the students themselves. In many higher schools the students publish their own symposiums, incorporating the best scientific investigations and papers of practical interest to the national economy.

The reorganization of higher schools is having a beneficial effect on the scientific activities of Soviet higher schools.

(Condensed)



### THE NEW LEARNING

*The bold hypothesis — 'Any subject can be taught effectively in some intellectually honest way to any child at any stage of development.' The method :—early emphasis on the 'structure' of each subject — the most basic ideas underlying all science, art and literature. Once grasped, the basics free the mind to explore more complex things with a growing 'sense of excitement about discovery'.*

*As Bruner (Jerome & Bruner, Harvard Psychologist) sees it, mere mastery of facts and techniques' in education is a 'dead end. The child learns only part of the story and unconnected facts have a pitifully short half-life in memory'. Indeed, the only facts worth knowing are those that reconstruct details when needed. . . the child must be given the kind of facts that lure him onward. It is one thing to show him a black dot on the map called Chicago. It is altogether different to teach him the basics of social and economic geography — and then give him a map with physical features but no place names. He may locate Chicago at the junctions of the three lakes, near the Mesabi range or on the rich soil of Iowa. But he has given thought on the matter.*

—(Time September 25, 1960)



# Review of Work

We are sorry to be late with the present issue of Teachers' Quarterly. This number should have been out in October, but vagaries of the press and some other circumstances combined against its appearance on time. Sravani, too, reached schools after the Pujah holidays though due in August.

The quarter under review has not been one of brisk activities for ourselves, but we were happy to cooperate with two educational associations — one old and the other new — in their programmes.

The Bengal Women's Education League is the premier organ of women educationists in West Bengal,— professors, education officers, teachers and others. Its Rains Term Programme each year touches on matters of varied and immediate interest. We have printed this year's programme as an illustration.

The Seminarian is a newly formed study and service group with members drawn mostly from the teaching profession but including also a number of students and other people. They have international connections through the Friends Centre in Calcutta. A report of their recent seminar on student indiscipline appears in this issue.

A Spoken English Group was organised partly out of the discussions at this seminar and partly out of our feeling of the needs of some teachers of English. We were at first doubtful about the advisability of putting together such a heterogeneous group which included students, teachers and some housewives, but, later on, realised that this admixture was refreshing and interesting for all the different types concerned. The rate of progress was so unexpectedly high that they were encouraged to complete the training in a twelve-day intensive practising course during the Pujah holidays. A detailed report will appear in the next issue of Teachers' Quarterly.

Conscious of its success, the Spoken English Group have decided to have monthly meetings for preserving the abilities they have acquired so diligently. The first meeting was held on Thursday, the 17th November and the next will be held on Saturday, the 3rd December, at 3 p.m. at the Calcutta Friends Centre at 211, Park Street with a programme of language games organised by some members of the Seminarian.

Some thoughts on the teaching of English have kept arising in our minds in course of the Spoken English classes and our observation of the teaching of English in Schools.

Firstly, we have seen that the standard of English speech, both in pronunciation and correctness of expression, is very low amongst teachers; but at the same time we have realised that determination and intensive practice can work wonders. We had some very poor speakers (almost dumb) in our group, but were happy to notice their distinct improvement as they went into their classes after the holidays.

Secondly, we noticed that most of the schools are still using the time-dishonoured translation-grammar method and are determined to hold, against all evidence to the contrary, that school-pupils are not capable of understanding English without translation. We must point out to them the example of 'Anglo-Indian' schools where children learning English through English leave their English-through-the-mother-tongue counterparts far behind. We may not be able to reproduce their Anglicised background, but there is nothing against our adopting the direct method which is the natural way followed by every child in learning its mother tongue.

The special committee on language-teaching appointed by the Government of West Bengal has

advised the extension of the teaching of English to primary classes, but this suggestion has two drawbacks.

Firstly, our standards have not started deteriorating since independence, but had been deteriorating over a long period starting at a time when English was taught from the lowest classes in schools. Thus, experience indicates that just extending the period of study would not guarantee improvement.

Secondly, extension of English teaching to primary classes would lead to serious difficulties. Teachers who can teach English of a tolerable quality are in woefully short supply even for secondary schools. To extend the teaching of English to primary classes (in the days when we are thinking in terms of universal education) would involve the need for thousands and thousands of teachers who simply do not exist. Some urban schools may find it possible to introduce English from the lowest classes, they may be given special permission to do so, but for the vast majority of schools, sheer physical circumstances would make it advisable to confine the teaching of English to the secondary classes.

On the other hand, improved methods of teaching may make the raising of standard possible without an extension of teaching time. This problem will be one of those to be taken up for discussion during our Education Week in January 1961.

Our programme, consisting of seminars and workshop meetings on Social Studies, languages,

Evaluation and the maintenance of cumulative record cards will be as following :—

*Saturday, the 7th* — Annual gathering of teachers of Social Studies.

*Sunday, the 8th* — Annual gathering of teachers of English and inauguration of other language groups.

*Monday, the 9th and Tuesday, the 10th* — Workshop meetings of language groups.

*Wednesday, the 11th and Thursday, the 12th* — Workshop meetings on evaluation.

*Friday, the 13th and Saturday, the 14th* — Workshop meetings on the Maintenance of Cumulative Record Cards.

The workshop meetings will be held daily from 12 noon to 4 P.M. with break for light refreshments. There will be a dramatic performance on the evening of Sunday, the 8th January, and three open seminars in the afternoons the dates and subjects for which have not yet been finally fixed. The programme for the workshop meetings also may be adjusted within the given dates to suit the conveniences of the participants.

The whole week of workshops and seminars will be considered as a general refresher course and teachers attending will be awarded certificates. Others may attend on selected dates only. All participants will be paid T.A. and D.A. will be paid to teachers from outside Calcutta.

We hope that headmistresses will depute some of their teachers to the course and find time to drop in and see the work at any time during the week.

KALYANI KARLEKAR.

*DO YOU WANT —*

- (1) To have a personal copy of 'Teachers' Quarterly' every quarter ?

*— Please send us Re. 1/- p.a. for packing and postage.*

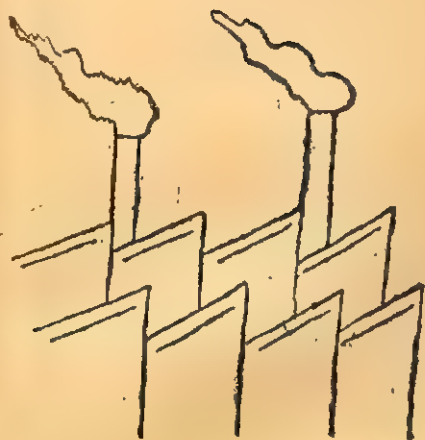
- (2) To have your classroom problems solved ?

*— Please write a short note for publication, so that those who have solved it may help you.*

- (3) To share your success with others ?

*— Please write an article on the methods used by you so that others may profit from your example.*





# TEACHERS' QUARTERLY



Vol. V No. 4

December 31st., 1960

# Teachers' Quarterly



Vol. V No. 4

**EDITORS:**

**Nalini Das**

**Kalyani Karlekar**

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**Department of Extension Services, Institute of Education  
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**20B, JUDGES COURT ROAD, CALCUTTA**

# *Teachers'*

## *Quarterly*

### **Foreword**

We gathered together again and discussed questions of vital importance in the field of Secondary Education for a whole week. Teachers and headmistresses of local as well as a few mofussil schools, students and staff of the training college and other educationists put their heads together in tackling problems and difficulties, bringing with them first hand knowledge and fresh spirit of enquiry practical experience and theoretical background as the case may be. We feel that the students and staff of the training college gained as much benefit from the contact as the teachers in the practical field of work.

It is superfluous to repeat that training colleges have been established for turning out better teachers and for disseminating modern principles and techniques of teaching amongst the teachers in the actual field of work. If their ideas and ideals are not accepted and followed, the whole purpose for their existence is totally defeated.

If on the other hand, the training colleges remain long isolated from the field workers, their ideals tend to become abstract and theoretical and unacceptable to the field-worker, who prefers to plod on in the age-old stereotyped way along his own rut.

For a long time we have been trying to bridge this gulf between the schools on the one hand and training colleges on the other—which has been unfortunate for the schools and the training colleges and disastrous for the broader educational objectives of the country. Through our Extension Service Department we have been constantly trying to go to the schools and bring the schools to us for mutual



benefit. The education week we have just conducted is a part of our efforts in that direction, and, I have already mentioned that the training college has received as much from the schools as schools from the training college.

It is indeed gratifying for us to know that so many schools are trying to put into practice improved techniques of teaching and evaluation in various fields, in spite of many difficulties. Through this conference, and previous ones, the training college has gained insight into the practical problems on the one hand and are thus better equipped to help them in the future on the other hand.

The students of the training college of today are the teachers of tomorrow. It is heartening and encouraging for them to realise that they have not been wasting precious time in the training college, and that the principles and methods they are toiling so hard to master are not idle platitudes and abstract theories without practical use or value. But pioneers in the field are already putting them into practice and grappling with the manifold difficulties and problems with courage and determination. All this helps to create faith and hope that when they start teaching after their training period is over, they will not be alone in their work of reform of teaching and examination. There are enthusiastic workers in the field also who will help and inspire them. Their training college with its Extension Service facilities will be always ready to guide them and help them to solve their problems.

NALINI DAS

— : o : —

*A good school . . . has something of the creative vitality of a good home. A sense of community is brought about by the degree of devotion given by staff and children alike to the school and what it stands for ; just as good teaching is often shown by what brings over, so a good school is often shown by what takes place in out-of-school hours in connection with it.*

(Essential Education — W. R. NIBLETT)

# WHAT ENGLISH HAVE WE TAUGHT OUR PUPILS ?

BANEE SARKAR

*Principal, Sri Siksayatan Girls' College*

The higher secondary course has been introduced into schools with the idea of improving secondary education. The three year degree course has been enforced this session in colleges under Calcutta University with the idea of raising the standard of collegiate education. It is the products of the higher secondary schools that form the first batch of the three year degree course. The purpose of this article is to analyse the learning of English as a second language achieved by higher secondary school pupils, the difficulties they face when they enter college and the problems of the lecturers in English having to face them.

The foundations of language learning are laid in school. The college is not the place for teaching the language itself. At most there is a large increase in vocabulary drawn from the new subjects learnt, and on the basis of an already learned language, learning at an advanced level proceeds. Hence, if the foundations of English learning are weak, the whole structure is weak.

It has been found that discussions on the teaching of English and the summer courses on the teaching of English draw the biggest crowds. It is obvious from this that whatever the pundits say and in spite of the controversy raging round the subject, the importance of English in our present-day world is a fact recognised by the general public. Furthermore that there has been a general failure to teach and to learn English, hence this quest for a new formula, a message of hope. It is hoped that the following remarks will be read not as any destructive criticism of the prevailing state of affairs, but as the analysis of one seeking to probe in order to cure.

A consideration of the Higher Secondary syllabus in English from the point of view of the final

examination and the skills expected of the pupils appearing for it will show how far they have been equipped for the three year degree course compulsory English. For although secondary education should be a unit complete in itself, to a large number of pupils who pass, it is but a stepping-stone to collegiate education and if there is a great gulf yawning between their achievement at the end of their school life and what is expected of them when they enter college, surely those responsible for this lack of co-ordination between the two units of education have failed in their duty to those they are supposed to educate and it is no use blaming the poor unfortunates who pass through this defective language learning system.

The Higher Secondary Examination in English consists of two papers of a hundred marks each. The first paper has translation exercise, a comprehension exercise, a precis and idioms.

The second paper has story-writing, letter writing, essay, dialogue-writing, correction of errors and transformation of sentences. The skills expected there are the ability to translate from the mother tongue into English, comprehension of an English passage, the ability to compress a passage into clear and concise English, an acquaintance with idiomatic English, the ability to write in English both freely and with the help of points and outlines in the case of letter, essay, dialogue and story-writing. A small proportion of the marks is allotted towards testing whether they have learnt to distinguish between correct and incorrect structures and whether they can build up and break down structures.

There are no questions on prescribed texts as in the Matriculation Examination, but an imposing

list of text-books, ten for each class, has been recommended for use as the basis on which the skills expected of the pupils may be built up.

The compulsory three year degree course in English consists of one and a half papers of 100 and 50 marks respectively. The first paper is on a number of selected poems, prose pieces, and drama and the half-paper is unseen work. Leaving aside those students to take up Alternative English in lieu of a Vernacular language, or special English as one of their elective subjects, who have more expected of them, the compulsory English students are faced with poems like Keats' Ode to the Nightingale and Walter de La Mare's Listeners, a dramatic work like Shakespeare's Julius Caesar and so on. Lecturers taking the classes of these students turned out by the new higher secondary course on which such high hopes are being placed find that they have to cover a course with a pronounced literary bias with students quite innocent of the most rudimentary acquaintance with English literature, who have never heard of Shelley or Keats or hardly any of the famous poets and writers in English.

And yet, if we look through the list of books recommended in the Higher Secondary syllabus, there is no reason for this abysmal ignorance unless it be that reason of reasons, the final examination. It is the same old story of the examination dominating our education, providing the *raison d'être* for our educational effort. Since the final examination has left the teacher free from that oft-quoted obstacle in the path of progress, the necessity to finish the syllabus, what does the teacher do? Apparently, except for a few of the best schools, the teacher leaves the texts out completely and concentrates on the examination requirements. But schools like Sakhawat Memorial School buys the texts and keeps them in the library, encourages pupils to read them under the guidance of the teachers, and sets questions on them in internal examinations. The United Missionary school sets a limited number of pages of a selected text for homework and asks comprehension questions on

a class competition basis to provide a more legitimate educational incentive than just the final examination. If teachers do their job properly, if headmistresses are more vigilant and an enlightened inspectorate keeps the schools up to the mark, this unsatisfactory state of affairs can to some extent be remedied.

We may presume then that Higher Secondary pupils have no background knowledge of literature because they were busy during the three years of the higher secondary school course in acquiring a sufficient knowledge of the English language. But their written work reveals several lacunae in their language learning also. Deficiency in background knowledge may be made up. The lecturer in college, in addition to what is required, will have to spend extra time in filling up gaps in knowledge. But more serious and difficult to cope with are the deficiencies in learning the language itself, showing insufficient drilling in those particular constructions found specially difficult. Once wrong language habits have become fixed, it is almost impossible to eradicate them. The only thing to do is to be aware of the difficult points, to drill them continually and to give remedial exercises at every stage.

The most common errors may be classified thus :—

1. Errors in spelling. Most of these reveal insufficient drilling. One type of spelling error is interesting words which are misspelt because they are mispronounced, for example 'lives' instead of 'leaves' because both words are given the same vowel value in the pronunciation. Pronunciation drills with spellings at the proper stage could quite easily minimise errors of this category.

2. Wrong usage of words. This consists of words that are coined when the correct form is not known, such as 'enchantness' instead of 'enchantment' and words that are confused with a similar word, for instance, in the case of a student writing 'He leads a luxuriant life' instead of 'He leads a luxurious life'.



3. Construction errors. These are the most serious and least susceptible to improvement once wrongly learned structures become fixed.

The commonest errors in construction are as follows :—

(a) The use of articles. The article is frequently dropped where it should be put in as in the sentence, 'Poet was so fed up of the sufferings of the world.' It is often put in where it is wrong usage, 'a' is used where 'the' would have been correct and vice versa.

(b) Prepositions form a major stumbling block. Examples culled from students' answer scripts read : 'He may laugh on a funny occurrence,' 'I also got one such impression after attending to a cultural function'.

(c) The tense system of English causes students heads to go round and makes older and wiser people dizzy. Our students frankly have found it beyond them. One writes 'When he were sitting under the shade of the tree...' and 'Then the poet points the bird and says that she were not born for death.' In a rather long sentence, a generous and impartial mixture of past and present tenses is usually to be found.

(d) Number is confused and it seems quite beyond the average student that the noun and the verb have to agree in number. 'They enjoys themselves' seems a logical way of expressing collective enjoyment, by adding an 's' to the verb ! If nouns become plural by adding 's' why not verbs, seems to be the idea.

(e) There is an inability to distinguish between 'he' and 'she', 'his' and 'her'. My student writes : 'He expresses his own state and wants that the nightingale should create such a music which will sooth her.'

(f) Adjectival clauses, instead of being placed immediately after the noun qualified, are placed after another noun, greatly to the enjoyment of the connoisseur of howlers. Someone who should know better writes 'The Shakespearan Company gave a delightful performance led by Mr. Kendall which was enjoyed by staff and students alike.'

(g) The question form is a peculiarly Bengali

weak point. One of my students agonises thus in an incorrect question form ; 'How much external world can give joy to man who is mentally unhappy?'

(h) Writing in incomplete sentences is another frustrating habit with some. Full stops are placed erratically according to the whim of the writer with no apparent conception of their function.

What can be done to remedy this situation? Pronunciation and spelling drills can correct many of the spelling errors. A systematic enlargement of vocabulary and sufficient practice in the use of similar words can do much to minimise errors in usage. To correct construction errors the only remedy seems the structural approach to teach the constructions in order of difficulty according to a graded syllabus and to give lots of practice and repetitive work in those structures that present learning difficulties because of no parallel in the mother-tongue structures.

Bengal has achieved a high standard in the learning of English in the past. Due to a variety of factors, that standard has undoubtedly declined. But there is one great factor favourable to a high standard of achievement again and that is that compared to the six year course of English in schools in other provinces, and even four years as in Bombay, in Bengal, the minimum is seven years and in some schools even nine years or more. Given the right teachers and modern language teaching methods this offers enough scope for a sound basis of language learning with possibilities of some specialised vocabulary work in the last two years of the English course, so that pupils intending to take up courses in college get some grounding in school. Free reading material outside the structural syllabus may be used and comprehension exercises set on them and some literary background will give them a deeper sympathy with the language than a merely mechanical reproduction to the correct structure patterns.

(This article is based on a talk given during the Education Week held under the auspices of the Institute of Education for Women).

# EDUCATION WEEK PROGRAMME

## ENGLISH

The programme for this group started with an opening lecture, on the 7th January, 1961, by Mrs. B. Sarkar, Principal, Sri Siksayatan College for Girls and continued through group discussions from 11 A.M. to 3 P.M. on the same day and on the 9th and 10th January. Discussions were opened on the 9th by Sm. Nibha Dasgupta and on the 10th by Sm. Latika Gupta, headmistresses of the Chetla Girls' School and Calcutta Girls Academy respectively.

There was a general meeting of teachers of English on the 7th January, 1961, with Mr. P. Weaver, Education Officer of the British Council on the chair. Reports of activities of the different groups were presented by Sm. Sadhona Guha, Sm. Pushpita Das and Sri Prasanta Ghose.

We have printed Mrs. Sarkar's talk as a separate article and are presenting below, the other reports in condensed form.

### A. TALKS AT THE TEACHER'S MEETING

#### 1. *Talk by Sm. Sadhona Guha, Asst. Teacher, Sakhawat Memorial Girls' High School :*

Sm. Guha stressed on the importance of the Association of Teachers of English and mentioned some of the new trends that needed discussion in such an association.

English being now taught as a second language and a skill subject, the syllabus having been completely changed, the necessity for change in the teaching methods has become imperative. The need for teachers to meet together and clarify the difficulties arising out of the new situation, syllabus and methods was being more and more felt.

An association with the aim of exchanging ideas

and helping each other, would help teachers to solve many problems for and by themselves. Some of them, knowing children and the problems from first hand experience would be capable of producing better kinds of text books.

Sm. Guha concluded with an appeal for sincere work for the improvement of the standard of English teaching in schools.

(Recorded by Leela Sarkar,  
Bankura Mission Girls High  
School)

#### 2. *Talk by Sri Prasanta Ghose — on behalf of the Seminarian :*

The Seminarian group was organised with inspiration from the Friends' Centre, Calcutta for organising and participating in seminars in different parts of the country as well as outside and consists of teachers, students and others.

Some of the members of the Seminarian felt difficulty in expressing themselves in English which was necessary for effective participation in the discussions and approached the Department of Extension Services of the Institute of Education for Women. A part time training course on Spoken English followed with a series of once a week practice meetings at the "Freedom House" in Ballygunge and, then, a wholetime, intensive, short training course was held at the Institute itself.

The members of this Spoken English Group then decided to keep up their practice through monthly meetings. The first meeting took place on the 3rd December, 1960, at the Friends' Centre when fluency practices were held through impromptu speeches. For the second meeting, the group was now collaborating with the teachers of

English on January, 7th and wished to continue the good work in the future.

(Recorded by Sri Prasanta Ghose)

### 3. *General Discussion :*

The chairman of the meeting invited discussion after the presentation of the group reports. The main points raised were about the difficulties of teachers of schools outside Calcutta who were generally cut off from progressive ideas circulating in the city. They also did not get sufficient opportunities for practising English speech.

Mr. Weaver hoped to be able to give them an opportunity for attending training courses in Calcutta but stated that it was only natural that the city itself would provide a higher standard and greater opportunities than other parts of the state.

### 4. *Talk by Mr. Weaver :*

The two most important problems that teachers of English had to face were, according to Mr. Weaver, those of textbooks and teaching methods. An association where all could meet and discuss could help in furthering action for the solution of both.

The demand for English was becoming greater. The number of English medium schools was increasing, the Government of West Bengal was keen to have the standard of teaching of English in Schools improved and the British Council was ready to help teachers with methods and materials, to re-train them with short courses on the teaching of English. The plan was to hold at least one such course each year in Calcutta and, thus, to cover gradually all teachers who wanted to come into touch with the newest techniques.

The future prospects for the teaching of English were good and the British Council would greatly appreciate any help that the Association of Teachers of English might render in this respect.

(Recorded by Sm. Leela Sarkar)

## B. GENERAL TALKS

### 1. *Teaching of English through English :* talk on

9.1.61 by Sm. Nibha Dasgupta, Headmistress, Chetla Girls High School.

Mrs. Dasgupta stated at the beginning that the teaching of English through English was really one of the main problems of teaching English and effective teaching in this way was rare indeed.

Firstly, the teachers available for schools were not adequately trained or qualified. There was such a great demand, for people who could speak English well in every walk of life and the teachers were so badly paid that good students rarely condescended to work in schools.

The teachers that the schools had generally found great difficulty in speaking in English. They lacked practice and confidence and became shaky in speech in trying to apply the oral approach.

The pupils had an adverse background for spoken English and there was very little care and effort at home in this respect.

Mistakes were made in English by every one up to the top classes. Spelling, pronunciation, composition, punctuation and even comprehension fell far below the desired standards.

Theoretical solutions offered by experts had not been successfully applied in the practical field as yet. What was needed was a practicable scheme to be followed in schools with great care. It was also necessary for teachers to be conscious of their own defects and try to rectify them.

Mrs. Dasgupta was sure that persistent efforts would bring about the desired improvements.

(Recorder — Manjusri Dutta)

### 2. *Some problems of higher classes :* talk given on 10.1.61 by Sm. Latika Gupta, Headmistress, Calcutta Girls Academy.

Mrs. Gupta defined her problem as that of teaching English in classes IX — XI to pupils who



could not write English correctly and had not been taught through the direct method with the Structural Approach.

In her opinion, in such cases, the teacher must adopt special, individual methods useful and appropriate for the pupils. In higher classes pupils had to write correctly and also to have some literary comprehension. A comparative study of English and Bengali could be helpful to them.

It was difficult to teach precis writing to groups who did not have understanding of English and ability to write it correctly. The first duty of teachers in such cases would be to make the pieces clear to the pupils and then to create interest amongst them. For this purpose, Mrs. Gupta recommended the use of the mother tongue whenever needed and said that the teachers should speak quite a lot in class both in English and in Bengali.

Short questions might be put to the pupils to encourage them to speak in English. The teacher would help them to speak in English by correcting faulty or incorrect answers or supplying ends of statements which they were unable to finish. Drilling was also necessary for this purpose.

She was of the opinion that the structural approach was good for the formative stage but not when English literature was knocking at the door.

She had found the translation method quite useful for the higher classes, but to apply this method successfully, the teacher must work very hard and make the pupils work still harder.

For letter-writing, translation, precis-writing etc. the teacher should set such large quantities of homework that there could not be any question of cramming, copying, or the work being done by private tutors.

The teacher should go easy on the matter of

correction and introduce methods of sample checking and general correction on the blackboard.

The teacher should use the group technique for introducing new vocabulary and structures. She should practice the class with correct structures and new words and sometimes even use Bengali synonyms. Her main objective should be to prepare the class for the maximum of comprehension.

A large number of rapid readers should be selected to broaden comprehension and increase command over English. All books should be read from cover to cover and the teacher should endeavour to awaken taste and interest for English literature. There is no reason why school-pupils should not read good literature even in English. They must be helped to cultivate the habit of reading. Powers of expression, imagination etc. could also be cultivated through letter-writing. Subjects for letters should not be confined to the stock ones of the text books but the teacher should find out topics to interest the pupils.

The last but not the least was the teacher's personality. It was the most important thing in class. She must have a moving, living approach. She must come down to the level of the pupils to establish rapport.

### C. GROUP DISCUSSIONS

#### 1. *The Importance of Spoken English :*

This was the topic of discussions for the groups of teachers and B.T. students on the 7th January, 1961.

In this century of progress and activity English, as the most important international language was necessary for keeping contacts with the outside world.

Secondly, though Hindi was adopted as the Federal language by the Government of India it was not sufficiently widely used in our country yet and English was still the common language of intercourse amongst the educated peoples of the different states.

English was used widely in seminars, conferences and other meetings of national and international importance and persons, otherwise well qualified, were sure to feel out of place in such gatherings if they were not able to speak the language well.

Students, scholars, diplomats and other specialists were being constantly sent out of India to foreign countries. Persons desiring to seek selection for such opportunities must be able to speak English fluently.

On the other hand, this country was inviting and using foreign tourists, students and technical and professional personnel for its own benefit. Persons connected with the implementation of such schemes should be fully conversant with the English language in order to draw the maximum benefit from such contacts.

Spoken English was necessary for the purpose of teaching even simple comprehension and composition in schools, for it has been established by experts that the oral approach is the most lasting, interesting, natural and economic way of teaching a language. If teachers of English were unable to speak in English they would not be able to apply this method in teaching their pupils.

The groups therefore suggested that the oral approach should be adopted in all schools for the teaching of English and oral English should be taught from the primary stage upwards though text books need not be introduced before class V or VI.

(Recorders — Leela Sarkar, Pushpita Das)

## 2. *The Structural Approach* : As discussed on 9.1.61.

The participants discussed two questions one after another,—(1) 'How can the structural approach be introduced, followed and improved upon?' and (2) 'What can be done to improve the teaching of English in situations where it is

not possible for the teacher to adopt the structural approach?'

Regarding the first question, the group was of the opinion that English should be taught in this way from the very beginning and, preferably, from class III. One difficulty in high schools, in this respect, noted by the group was that many of them did not have primary classes of their own and when pupils were admitted in class V or VI they often came with an initial defective knowledge of English acquired from the primary stage.

The slowness of progress through the structural approach under the adverse conditions existing in our country was a matter for discussion. It was felt that teachers should not be impatient if the whole of a text book could not be finished in course of a year. They should remember that the abilities to understand and use the language were far more important than the number of prose or poetry pieces covered. Copious practice would give spontaneity of speech to pupils from which would follow the ability to write the language fluently and correctly.

Structures should not be taught haphazardly but regularly, one after another, with revision lessons every time. Brighter girls might be used for giving the duller and average pupils additional drilling.

Structures being closely linked one with the next the problem of absentees had serious effect on a class where this approach was followed. In such cases also, the brighter girls could be used to bring the absentees up to the class mark.

Language was primarily a tool and secondly a cultural subject and also an integral whole in which the teaching of grammar, composition etc. should not be separated from the general language teaching.

Provision for double periods was considered to be very important. One double period on each of the first two consecutive days of the week should be followed by single periods on the next

three days. The double periods could be used for adequate drilling and the single ones for the application of the acquired skill in reading, composition and situational grammar.

Charts and flashcards were very important. The importance of large quantities of class work could also not be overlooked. Self-correction by the pupils with the help of the teacher was one of the best ways of avoiding repetition of errors. The structural approach being a grammar approach grammatical terms and definitions need not be introduced in lower classes.

Sentence construction, picture composition, short answer and objective type tests should be used for evaluation of attainment.

The problem of teaching English in high classes where this background had not been previously laid was, however, much greater. There was practically no real solution. The measures suggested were to create interest amongst pupils in reading English, to cure shyness in attempting to speak in English and to rectify errors sympathetically.

It was recommended by the group that the teachers should not feel depressed nor should they discourage their pupils.

#### D. EVALUTION

(Samples of Questions framed by the group of the teachers of English medium schools)

#### I. *Original Composition.* Christmas shopping.

##### *Objectives :*

1. To introduce new words.
2. Use of adjectives.
3. Present continuous tense.

##### *Questions :*

1. What is special about the shops in December?
2. What shops are popular with children during Christmas?
3. Why is Christmas Shopping so popular?

In December the shops are festive for Christmas. The most popular shops during Christmas are the shops selling decorations. The Chinese lanterns, the silver bells, the coloured balls. Stars and paper buntings are some of the things that can be got there. The confectioner's shop with delicious cakes and sweets. The toy shop with its array of dolls that interests the girls and the elegant electric toys for boys.

The stationer's shop is popular with both the young and old for it sells beautiful Christmas and New Year cards.

The bookstall with glossy covered story books and brilliant coloured magazines are always crowded.

The dress shops known as the milliners is also very popular. The dresses have fascinating laces and ribbon trimmings. Christmas shopping is very popular because it is a season of goodwill when people exchange greetings and gifts.

#### II. *Letter Writing.*

Write a letter to your friend telling her how you enjoyed boating using the words in brackets.

(Rowing, Sailing, Calm, Scenery, Charming, Gentle breeze, Enjoy, Company, Hire, Delicious trip).

#### III. *Prepositions.*

Match the Sentences correctly:—

- |                            |                          |
|----------------------------|--------------------------|
| John is going              | .. by the fire.          |
| The Red Fort is made       | .. to the doctor.        |
| They were sitting          | .. on the head.          |
| He hit the bear            | .. behind the school.    |
| It is only six miles       | .. of stones.            |
| The mouse ran              | .. on the river Hooghly. |
| They went                  | .. from Allahabad.       |
| You can see small ships    | .. into the hole.        |
| The shoe house is situated | .. to school.            |

#### IV. *Comprehension.*

Here are John and Mary.



To-day is their holiday. They are playing by the pond. Mary has her blue frock on. John has his green pullover on. There is a little boat and they go sailing in it to the other side of the pond for a picnic. There is a duck and three ducklings out for a swim in the pond. Mary is feeding the ducks and John is rowing the boat. Robin and Mary are their friends. Robin's pigeon drops a letter in Mary's lap. They will join John and Mary on the other bank. Somebody is waving from the other bank. It is Jacko their pet monkey. He is a naughty fellow. As soon as they reach the bank Jacko snatches the letter and tears it up. Mary is angry with him. He climbs up a tree to hide himself. Robin and Mary have come with their pet doves. The doves can also carry letters. The children are playing Hide and Seek. They are tired and hungry. Mary and May spread the picnic things on the ground. They eat the tasty cakes,

pies, sandwiches and they sip cool lemonade in the shade the tree. Jack is forgiven and he is also given something to eat. It is time to go home. They have enjoyed their holiday.

#### Questions :

1. Why are John and Mary playing?
2. What do they do with the boat?
3. How does John take Mary across the pond?
4. What do they see on the pond?
5. Who drops the letter in Mary's lap?
6. Who sent the letter?
7. Who was waving to them?
8. Why was Mary angry with Jacko?
9. Who else can carry letters?
10. What game did the children play?
11. What did they do after their game?
12. How did they feel at the end of the picnic?

(Recorded by Nalini Nagarjan)

## SOCIAL STUDIES

A workshop meeting of teachers of Social Studies was held on the 8th January, 1961 from 11 A.M. to 2.30 P.M. The Annual General Meeting of the Social Studies Teachers' Association was held on the same day from 2.30 to 4 P.M. under the chairmanship of Dr. J. C. Dasgupta, Principal, David Hare Training College. Workshop meetings on Social Studies were held again on the 11th and 12th January as a group in the workshops on evaluation.

The discussions on the 8th January were opened by Sm. Sudha Basu of Muralidhar Girls' School with a short talk on her experiences in teaching the subject. When the subject was first introduced in schools in 1957 there were no books, she had to work out the whole syllabus and teach her pupils from notes compiled by herself from different books. She continued in this way for the first two years and had felt the value of projects. She mentioned some projects on dress, food, com-

merce, industry etc. which were worked out by her pupils. Unfortunately, with the publication of text books the general tendency in schools was to fall back upon the age old 'chalk and talk' method. The syllabus also had become rather unwieldy after revision. She felt that too much emphasis was laid on the cultural systems of different countries leaving too little time for the study of India. In her opinion one's own country should be the starting and the central point in any syllabus of social studies. Though she herself was a student of history, she felt that human geography and elements of civics were more important than detailed historical studies. The current syllabus, in her opinion, was not sufficiently integrated.

Sm. Uma Manjula Nag of Ballygunje Siksha Sadan spoke about some methods followed in her school where the pupils discussed daily news items and maintained laboratory note books.

The questions whether there should be a common syllabus of social studies for class X Class XI schools and whether history and geography should become elective subjects in class X schools also were discussed by the participants and found general approval.

The participants were then divided into two workshop groups of experienced and inexperienced teachers respectively. The former discussed a common draft syllabus for class X and class XI schools to be forwarded to the Board of Secondary Education Education for consideration while the latter, along with some B.T. students discussed the objectives and methods of teaching social studies.

The groups reassembled at the College Hall at 2.30 P.M. for the general meeting of the Social Studies Teachers' Association.

Sri Sukumar Mitra of Hindi High School, speaking on behalf of the Association as well as the workshop group of senior teachers of social studies spoke in the beginning. He said the purpose of social studies was to make school pupils socially aware, to make them socially responsive to their environment. He referred to the first workshop on social studies conducted in 1957 by Dr. Griffin and the inspiration it provided to teachers to found their own 'Association'. This Association had been since meeting every year and a special group had been holding regular monthly study circles in different schools and the David Hare

Training College. He then presented the salient points of a simplified draft syllabus for Social Studies prepared by the teachers' workshop group as mentioned above. It was resolved unanimously that the completed draft should be forwarded to the Board of Secondary Education for consideration. The participants felt specially hopeful about the future of these recommendations in view of the fact that Dr. Dasgupta, the Chairman of the meeting was also the chairman of the Syllabus Advisory Committee for Social Studies of the Board of Secondary Education, West Bengal.

Dr. Dasgupta, in his address, made some comments on Sri Mitra's suggestions and requested him to clarify them further in writing. He emphasised the importance of the subject and suggested that the Board of Secondary Education should take upon itself the responsibility for the popularisation of the subject and the orientation of teachers for its teaching. He was of the opinion that in free India, it was absolutely imperative that children should grow up with love for and a clear picture of their motherland. History and geography could give information but it was only social studies that could inculcate genuine love and a spirit of service for the country.

The meeting closed with a vote of thanks to the chair.

(Recorded by Puspita Das).

## THE CUMULATIVE RECORD CARD

Discussions on the maintenance of cumulative records were held on the 11th and 12th January, 1961, under the direction of Sri K. P. Chowdhury, prof-in-charge of the Bureau of Educational and Psychological Research.

Prof. Chowdhury opened the discussions on the 11th with a general talk. He said that the purpose

of the Bureau was to supply secondary schools with educational tools. The C.R.C. was one such tool. As the term signified, it was a card on which a number of records were entered one after another over a period of time. This offered a complete picture of a pupil at a glance and also helped to check errors of different sets of records by each other.

Three questions generally asked by teachers about the C.R.C. were as follows —

1. Why should this card be maintained?
2. How could progress be measured by it?
3. How could teachers get time for doing all the extra work that maintenance of the C.R.C. involved?

Mr. Chowdhury said that it was true that the school time table was fixed and did not afford any time for doing the work but teachers would find ways of doing it if they were convinced of its value.

The C.R.C. was the first step and a practical measure towards examination reform. It also offered a record for such subjects as were dropped after class IX and X and were not taken up for the final public examination.

The C.R.C. was essential for educational improvement. Teachers these days were not anxious to assess the effects of their own teaching though such assessment was necessary for the improvement of teaching methods. The C.R.C. did not only measure the pupils' attainments, development etc. but also was a tool for evaluating the education imparted to them.

The C.R.C. was at present, at a formative stage, but the time would come when employment exchanges would require these cards for registration because these would provide records of reliability, interests and personality traits which were important factors affecting suitability for employment but which the University examination results did not offer.

In this way it would be an important instrument for enhancing the social prestige of teachers. Teachers had no status in society because they did not have any power. They could only suggest and not compel. When the C.R.C. became an important element for employment it would give teachers compelling power. On the other hand, it

would become a dangerous weapon if it was not maintained properly. Teachers, therefore, should be careful in making it an objective and practical record.

The C.R.C. was confidential. It was not a progress report to be supplied to parents for information though progress reports should be drawn up on the basis of the C.R.C. The card should be maintained for continuous reference and reassessment in school. There may, however be circumstances under which guardians of pupils may be taken into confidence regarding material entered into it.

The participants were then divided into three groups for discussion under the following heads and terms of reference :—

#### *Interest Group :—*

1. What are the interests to be rated?
2. What are the purposes for the rating of interests?
3. Definition of interests in terms of pupil behaviour :  
Interest is not necessarily ability. A pupil with literary interest may not be a good writer.
4. Creation of opportunities for the development of interests and their measurement.
5. Who should evaluate interest?

#### *Achievement Group :—*

1. Is it necessary to enter rank in each subject?
2. How many times in a year should evaluation be made?
3. Who should make the averages?
4. How will absentees be averaged?

#### *Personality Group :—*

1. Why should personality be measured?
2. What traits should be measured?
3. What scale should be used for measurement?
4. What safeguards should be adopted against mistakes?



5. Who should do the rating?
6. How frequently should rating be made?  
(Recorded by Leela Sarkar).

On the 12th January, the group met for an hour for general discussion. Prof. K. P. Chowdhury helped the participants in summing up and Miss A. De, Headmistress, Muralidhar Girls' School added some comments regarding the school situation. The participants then separated again for group work.

#### REPORT OF THE INTEREST GROUP

- A. The purpose of interest-rating :—
  1. The teachers would be able to lead their pupils towards congenial educational and vocational objectives if they understood the trends of their interests.
  2. In this age of specialisation it was absolutely necessary to create specific interests according to tastes. Job-employment would be rationalised and unemployment problem would decrease if interests were adequately developed and channelised into abilities.
  3. The C.R.C. introduced in class VI of higher secondary schools and maintained for three years through classes VII and VIII would help teachers to guide the interests of pupils towards channels of diversified courses of studies to begin from class IX and thus help in the proper allocation of pupils.
- B. The interests to be rated :—  
The interests listed by the Board of Secondary

Education were linguistic, scientific, technical, artistic, musical, agricultural, commercial and others. Amongst these the average high school did not provide facilities for the development of technical, agricultural and commercial interests, on the other hand, the hand, the head, "other interests", provided for recording of other interests that might not have been listed. Some of the important interests could be rated as follows :—

*Linguistic* — Interest in reading, writing in magazines, taking part in debates etc.

*Scientific* — Inquisitiveness in finding out details about things, interest in handling scientific instruments (technical?) and making experiments.

*Artistic* — Good handwriting, taste in decorating the classroom and for special functions, preparing artistic exhibits, drawing, modelling (ability?).

*Musical* — Taking part in and attending musical functions, taking part in prayer songs, class recitations etc.

*Household work and Management* — Interest in attending home-science classes, taking interest in the organisation of picnics, feasts, parties etc.

In concluding the group recommended that schools should do everything in their power to provide increasing facilities for the development of interest in pupils.

(Recorded by Usha Roy,  
Belgharia Mahakali Girls' School.)

## EVALUATION

(A Report on a talk by Dr. Miss S. Ghose  
on 14.1.61)

Dr. Miss Ghose spoke about the merits and demerits of the different methods of ranking and scoring. These methods were as following :—

1. Enumeration or count-scoring — this me-

thod of marking was of the objective type, free from prejudice and subjective elements. This was generally used for all standard examinations.

2. Ranking — this method consisted of listing

pupils attainments according to merit in the form of first, second, third etc. In spite of general soundness this method had several drawbacks as— (a) the ranking range had to be small, (b) there was no true numerical scale and (c) this ranking was always relative to a particular set of persons.

3. Qualitative grading or classifying— essay answer-scripts were often graded or classified in the scales of A-B-C or credit-pass-fail or excellent-good-fair etc. Such grades ranged from three to 10. The main drawback of this method was (a) it had no numerical scale, (b) examiners employed different scales and different standards in using this method and (c) certain numbers of students would come under the same heads in spite of differences in merit.

4. Numerical evaluation— this was the most widely used and common method of evaluation. Numerical grades were assigned to pupils' school-work or examinations. This had a number of drawbacks and was considered to be the worst type of evaluation. It had no absolute standard.

5. Mixed numerical evaluation and count scor-

ing— according to this specific plans should be prepared about the number of marks to be allotted for each correct fact, point, idea etc. While some marks could be left for general impression and style.

The finding of the best method of evaluation depended on the 'objective' i.e., 'what was to be measured' and then, the subject matter, i.e. what method was suitable for that particular subject for the fulfilment of the given objective. Thirdly, the number of examinees was to be taken into consideration. If it was an essay-type examination, scoring of marks should be specifically set apart. Teachers should have a clear conception of probable answers specimens of standard or model answers should be submitted when questions were set. Examiners should be given detailed schemes for marking.

The talk ended with a definition of evaluation as 'the determination of relative significance of phenomena in terms of certain standards.'

(Recorded by Nalini Nagarjan)

*A school curriculum weighted against poetic and artistic appreciation tends to encourage looking at things from the outside at the expense of imagining them by a leap of sympathy from within. A child is . . . taught to analyse the rational meaning of sentences rather than to understand their supra-rational implications.*

(Essential Education — W. R. NIBLETT)

# THANKS

The success of our education week programme was due to the joint contributions of all who presided, spoke, directed, guided, wrote and participated (vocally or silently) during the week. Our thanks, therefore, go to all the following who helped us in different capacities :—

## EXTENSION LECTURES

1. 10th January — Bengali Poetry in the First Quarter of the Twentieth Century by Dr. Haraprasad Mitra.
2. 11th January — “The Place of Science in Modern Society” by Dr. B. D. Nagchowdhury.
3. 12th January — “The Form and Ideal of Music” Talk by Swami Prajnananda, Demonstrations by Sri Rameshchandra Bandyopadhyaya.
4. 13th January — “Objectives of the Third Five Year Plan” by Dr. Bhabotosh Dutta.

Sm. Latika Gupta, Headmistress, Calcutta Girls' Academy spoke to them on 10.1.61.

Sm. Sobha Basu, Headmistress, Chittaranjan School for Girls spoke to the Bengali teachers' group on 10.1.61.

Sm. A. De, Headmistress, Muralidhar Girls' School, talked to the group for the maintenance of cumulative record cards on 12.1.61.

Sm. S. Dutt, Headmistress, Howrah Girls' School, talked to the group for evaluation on 13.1.61.

## RESOURCE PERSONS

Sri K. P. Chowdhury, professor-in-charge of the Bureau of Educational and Psychological Research directed the workshop on the maintenance of cumulative record cards. The following members of the staff of the Institute of Education for Women conducted discussions in Groups mentioned against them —

Sm. Santi Dutta,

Dr. Suhasi Ghose

—Evaluation (General)

Sm. Bijaya Sengupta

—Bengali and Evaluation (Bengali)

Sm. Bijaya Gupta

—Evaluation (Mathematics)

Sm. Anupama Bose

—Evaluation (English)

## PRESIDENTS

Mr. P. Weaver, Education Officer of the British Council presided over the joint general meeting of the Association of Teachers of English and the Spoken English Group on 7.1.61.

Dr. J. C. Dasgupta, Principal, David Hare Training College, presided over the general meeting of the Association of Teachers of Social Studies.

## SPEAKERS

Sm. Banee Sarkar, Principal, Srisiksayatan College for Girls, delivered the opening address to the English teachers workshop on 7.1.61.

Sm. Nibra Dasgupta, Headmistress, Chetla Girls' High School spoke to the group on 9.1.61.



- Sm. Aparajita Ray  
—Evaluation (History)  
Sm. Indira Das  
—Evaluation (Geography).

## TEACHER GUIDES

The following Asst. teachers of different schools helped to guide group discussions in different subjects :—

*English and Evaluation :*

Sm. Sulekha Bhowmick, Chetla Girls' School.

*Social Studies and Evaluation :*

- Sm. Sudha Basu, Muralidhar Girls' School.  
Sm. Pramila Das, Howrah Girls' School.  
Sm. Uma Manjula Nag, Ballygunje Siksha Sadan.  
Sm. Prakriti Haldar, Chetla Girls' School.  
Sri Sukumar Mitra, Hindi High School.

*Bengali and Evaluation :*

Sm. Bina Chowdhury, Howrah Girls' School.

*Cumulative Record Cards :*

Sm. Parbati Dasgupta, Ballygunje Siksa Sadan.

Our thanks go to the heads of the Institutions who made their teachers available to us :—

- Sm. P. Basu, Ballygunje Siksa Sadan.  
Sm. A. De, Muralidhar Girls' School.  
Sm. S. Dutt, Howrah Girls School.  
Sm. N. Dasgupta, Chetla Girls' School.  
Mr. R. M. Muir, Hindi High School.

## RECORDERS

The following submitted written and oral reports :—

- Sm. Sadhona Guha, Asst. Teacher, Sakhawat Memorial Govt. Girls' School.  
Sm. Leela Sarkar, Asst. Teacher, Bankura Mission Girls' High School.  
Sm. Usha Roy, Asst. Teacher, Belgharia Mahakal Girls' School.  
Sm. Pushpita Das.  
Sm. Manjusri Dutta.  
Sm. Nalini Nagarajan.  
Sri Prasanta Ghose.

## PARTICIPANTS IN THE GENERAL REFRESHER COURSE

(The following list includes B.T. students who are school teachers)

*Aligunje Girls School*

- Hena Maity  
Sandhya Sinha

*Amta Balika Vidyalyaya (Howrah)*

Bela Bhattacharya

*Amarkrishna Pathshala*

Manjulika Sen

*Arambagh Girls School*

Gayatri Pal

*Atulmani Girls High School*

- Avtar Kaur  
Pranati Dutta

*Bally Girls Higher Secondary School*

- Satyabati Mitra  
Rekha Neogy

*Ballygunje Siksa Sadan*

- S. Zutsi  
G. Jaspal  
A. Mukherji

*Ballygunje Vidyalyaya*

Arati Pal

*Banagavani Institute (Navadwip)*

Jogamaya Sarkar

*Bankura Mission Girls High School*

Leela Sarkar

*Bantra Madhusudan Pulchowdhury Girls School*

Smriti Nundy

- Barasat Girls School*  
 Sulekha Sanyal  
*Basirhat H.M. Girls Higher Secondary School*  
 Kalpana Ghose  
*Belgharia Jatin Das Girls School*  
 Mira Sengupta  
 Mriduhasi Mitra  
*Bethune Collegiate School*  
 Sumati Sen  
*Binodini Balika Vidyamandir (Howrah)*  
 Chitra Bhowmick  
*Birati Mahajati Balika Vidyamandir*  
 Manjula Chatterjee  
*Bratachari Vidyasram*  
 Parul Bannerjee  
*Burdwan Municipal Girls School*  
 Jharna Mukherjee  
*Calcutta Airport Girls School (Dum Dum)*  
 Priti Ray  
*C.B.G. Multipurpose School (Contai)*  
 Sadhona Mitra  
*Chamrail Jr. H. School*  
 Smriti Sen  
*Chatra Netaji Balika Siksa Niketan*  
 Sefali Pal  
*Debagram Sibaram Anandamoyee Vidyapith (Nadia)*  
 Kamala Mitra  
*Dhanyakuria State Welfare Home (24 Pergs.)*  
 Manasi Majumdar  
*Garifa Girls Higher Secondary School*  
 Santi Bhattacharya  
 Geeta Basu Roy  
 Malavika Dasgupta  
 Bela Dasgupta  
 Bina Roy  
 Kalpana Bhattacharya  
 Anjali Baral  
 Suva Sengupta  
*Garulia Balika Vidyalaya (Shamnagar)*  
 Anima Roy  
*Ghosepara Nischinda Girls Hight School (Bally)*  
 Sabita Ganguly  
*Golapmalini Mullick High School (Singur, Hooghly)*  
 Sumitra Bannerjee  
 Bithi Neogy  
*Guptipara Girls School (Hooghly)*  
 Amiya Ganguly  
*Gushkura Girls School (Burdwan)*  
 Santa Ghose  
*Habra Girls Higher Secondary School*  
 Geeta Chakravarti  
 Chhaya Bose  
*Hooghly Girls School*  
 Rekha Ghose  
*Howrah Girls School*  
 Anita Nundy  
*Jalpaiguri Central Girls School*  
 Maya Nag  
*Jyotsnamayee H. S. School*  
 Manika Sengupta  
*Kharda Preonath Balika Vidyalaya*  
 Maya Chakravarti  
*Kiranchandra High Secondary School*  
 Bithi Gupta  
*Krishnagore Govt. Girls School*  
 Sabita Roy  
*Lajpat Balika Vidyalaya*  
 Usharani Sengupta  
*Mahakali Girls School (Belghuria)*  
 Usha Roy  
*Mission Girls School (Midnapore)*  
 Aruna Chowdhury  
*Mugkalyan Balika Vidyalaya*  
 Sipra Chatterjee  
*Narkeldanga Girls H. E. School*  
 Gouri Chandra  
*Nawabganje Balika Vidyalaya*  
 Deepali Acharjee  
*Netaji Siksayatan for Girls (Agarpara)*  
 Minati Dutta  
*New Barrackpore Girls School*  
 Chhaya Dutta  
*Nutbihari Girls School*  
 Pallirani Sarkar  
*Parameswari Girls School (Mahesh, Hooghly)*  
 Sita Sengupta

<i>Patipukur Girls School</i>	<i>Sree Sarada Asram Balika Vidyalaya</i>
Ira Sarkar	Sipra Pal
<i>P.C.M. Girls School (Basirhat)</i>	<i>Sree Vidyaniketan Girls' School</i>
Geeta Kundu	Anjali Bannerjee
<i>Pearycharan Girls School</i>	Manjulika Dasgupta
Anjali Sarkar	<i>Subhaschandra H.E. School</i>
<i>Rashmoni Balika Vidyalyaya</i>	Renu Chakravarti
Krishna Sarkar	<i>Subhasnagar Girls School (Dum Dum)</i>
<i>Saktinagar Girls School (Nadia)</i>	Rama Bhattacharya
Jyotsna Sen	Dipali Roy
<i>Salkia Balika Vidyalyaya</i>	<i>Surah Kanya Vidyalyaya</i>
Ratanrani Guha	Shanti Basu
<i>Sharada Vidyapith</i>	<i>Taldi Mohanchand High School</i>
Chhabi Ghose	Dipti Roy
<i>Shayamasundari Vidyapith (Behala)</i>	<i>Tollygunje Girls High School</i>
Taru Sen	Maya Chatterjee
<i>Sisu Bharati Vidyamandir (Asansol)</i>	<i>Vidyasagar Vidyapith</i>
Pratima Kanungo	Rekha Mukherjee
<i>Sisu Vidyapith</i>	<i>Vinaynagar Bengali H. S. School (New Delhi)</i>
Ratna Chakravarti	Anima Roychowdhury.
<i>South Side Girls School (Kharagpur)</i>	
Ratna Dutta	

— : o : —

*It is only by trial and error that we find in our lives which experiences are really satisfying and which have no nourishment in them. The environment of men and their children is constantly changing.... Men's new knowledge of their own nature is always growing greater.... With new knowledge of their own nature, men see more clearly what comprise valuable ends in living and what their actual needs are. It is indeed only by reckoning long distance and ultimate needs that we can tell what needs are really most immediate and most practical.*

(*Essential Education* — W. R. NIBLETT)



# BOOK REVIEW

## THE CUMULATIVE RECORD CARDS

PROF. D. MAHANTA,

*Bureau of Educational and Psychological Research, David Hare Training College.*

Our Board of Secondary Education has decided to introduce the cumulative record cards in our secondary schools. This system of cumulative record-keeping is vitally connected with the educational reforms suggested by the Mudaliar Commission. It is expected that the new system "would not only give a clearer picture of the pupils' achievement in school but it would also give a better idea of the total personality as developed through school experiences." It would thus embody 'a progressive evaluation of the education system as a whole.'

But if our teachers fail to understand the proper implication of the card, if they do not view the card as a tool to be used with advantage in the new system of secondary education, we would never be able "to appreciate the value of the card and consequently we would be apprehending troubles from it. If this card is not considered to be a symbol of evaluation reform, we can never expect to maintain it properly."

Prof. Mahanta of the Bureau of Educational and Psychological Research, who was for a long time associated with the scheme of introducing record cards in schools now comes forward to help our teachers in the matter of maintaining these cards in our schools. In the booklet, he has tried to explain how we can use the card satisfactorily for the benefit of all. We have got to think in terms of the new goals of education, "to practise as per the requirements of the changed concepts, ideas and ideals". The booklet is expected to remove the bewilderment of many of our

teachers in respect of this cumulative record card. The contents of the card and their structure have been described in such a way that our teachers (and the parents as well) would now fully understand why the different types of items are included in the record card. He has also given us a clear idea of desirable form of a cumulative record card in a comprehensive school system, wherein we can conveniently record any desirable or useful aspects of the child's developing personality. The different methods of study that are essentially related to the proper maintenance of these cards have been elaborately discussed and these discussions will be of great help to our teachers who would sincerely take up the new responsibility.

Lastly, he offers valuable suggestions for maintaining the card, section by section. All his suggestions, especially those that are related to the assessment of interests and personality traits are expected to be of immense help to our teachers. In a word, Prof. Mahanta has successfully thrown more light on this new project and we would really wish to join with him when he says "We are here to help the individual attain a healthy allround development and not merely cross the examination hurdle."

Prof. Mahanta has really broken the ice in this regard. Let us all hope with him that "everything desirable will follow in due course".

*(From our correspondent  
David Hare Training College)*

# Review of Work

Reporting back on a quarter always brings together both gains and losses, hopes and fears.

Our hopes are fixed on the bravery and competence of a handful of outstanding teachers on whom we have been depending more and more for our workshops seminars and training courses. On the other hand, our fear lies in the apathy and cynicism enveloping the teaching profession. This condition, arising out of a long-drawn history of decay and neglect can be removed only by some great act of faith by those who have become conscious of their responsibility. This devotion, in the midst of distress, has to be nurtured by every teacher in his or her heart like a lamp in a storm and it is the responsibility of those who have the light to pass it on to others so that their lamps also can be lighted. We hope that there are many more teachers in West Bengal who can act as torchbearers as we hope our teacher-guides to do.

The report of the Education Week will show how we have used our teacher-guides and it will also show that the output of work was satisfactory. One thing that disappointed us was that the spirit of academic interest was not mixed with an equal quantity of the spirit of adventure in the realm of new ideas. Group meetings were held to discuss the methods of teaching of English, Bengali and Social Studies. Discussion on "Experimental Projects" was introduced as an item on the agenda for each group, but not a single headmistress or assistant teacher came forward with a concrete scheme of experimental work in her school. We understand that to follow the traditional ways offers the line of least resistance but at the same time, we should also realise that it will be impossible to raise the standard of education without experimentation with new methods and ideas.

The same lack of initiative has been evinced by

the English Teachers' Association established in 1956. The need for such an association, as stressed by Mrs. Sadhona Guha is as great as the lack of consciousness about it amongst teachers.

A "Spoken English Group" has been organised side by side to bolster up the activities of the Association. The need for Spoken English for teachers, scholars and others has been explained by two of our speakers and we hope to be able to serve those who need help in this matter.

The Department of Extension Services would like to put forward another proposal; that spoken English classes should be held in schools for students in the top classes and would offer to help any school wishing to organise such a programme.

The Department has already held two series of Spoken English classes before and during the Pujah Vacation. Charts, a tape-recorder, fluency practices and debates were used successfully for these. More such classes will be held in the future if there is a sufficient demand.

The Social Studies Teachers' Association seems to have fared better than the teachers of English and that was due to the devotion of a group of teachers in Calcutta who still continue to hold monthly study circles.

The problems facing this subject vis-a-vis syllabus, method and teachers are very great. When Social Studies was first introduced as a non-examination subject, the avowed aim was that it would involve an integrated activity-cum-learning programme for the cultivation of citizenship qualities and the abilities of learning, thinking and judging for themselves in students. The first few teachers tried hard to fulfil these objectives, but, unfortunately, from the very second year of its introduction, the syllabus was changed and, dives-



ted of its integral approach, became a conglomeration of several social sciences. Books came to be written on the subject laying it open for the application of the chalk-and-talk method by the teachers and cramming by the pupils. This distortion of a modern, progressive subject naturally raises the question whether, in this form and condition, it is preferable to continue with the current travesty or go back to the old devil of the formal teaching of history and geography.

ted to us, draws much of our attention and interest is the Bengal Women's Education League. The Annual Conference of the Krishnagar, Branch of the League was held on the 25th November, 1960. About fifty teachers participated in a workshop meeting to discuss methods of teaching English and Social Studies and techniques of introducing democracy in classrooms. Educational films were shown at the end of the meeting.

Another association which, though not affilia-

KALYANI KARLEKAR

— : o : —

*Education, in fact, was thought of both by pupil and teacher as a matter of doing and knowing things rather than as a matter of learning to be something. But again and again, of course, the situation was saved by the actual people within it. Under almost any system the teacher of quality can cause the barest class room to be filled with a creative spirit and can combine with his pupils to form a society full of living thoughts and feelings and ideas.*

(Essential Education — W. R. NIBLETT)



PROGRAMME OF THE  
34th ANNUAL CONFERENCE  
BENGAL WOMENS' EDUCATION LEAGUE

24th & 25th February, 1961

Venue : LADY BRABOURNE COLLEGE  
P 1/2, SHURAWARDY AVENUE

*Friday, 24th February, 1961*

11-0 A.M. — INAUGURATION OF THE MEETING

Subject : Education in the 3rd Five year plan

Speakers : Sri B. K. Neogy

Sri K. B. Majumdar

Chairman : Sri S. M. Misra, (Deputy Minister)

2-0 P.M. —

Subject : A Review of the Multipurpose Courses

Speakers : Sm. Sushama Sengupta

Sri A. K. Sengupta

Sm. Rama Gupta

Chairman : Dr. Rani Ghosh

*Saturday, 25th February, 1961*

11-0 A.M. —

Subject : Sex-education in School

Speakers : Sm. Puspamoyee Bose

Mrs. M. Emmerson

Dr. Sarala Ghosh

Dr. Suborna Mitra

Chairman : Miss Monorama Bose

2-0 P.M. — ANNUAL GENERAL MEETING

Chairman : Smta. Suniti Bala Gupta

1. Annual Report

2. Statement of Accounts

3. Distribution of Prizes

4. Election

5. Presidential Address

6. Refreshment

There will be a whole day excursion to Bhagirathi Shilpasram, P.O. Shimurali, Dist. Nadia, on Sunday, the 26th February, 1961. Members willing to participate are requested to send Rs. 4/- to Smta. Minati Sen, 23/1, Ballygunge Station Road, Calcutta-19, before the 20th February, 1961. Please mention vegetarian/non-vegetarian.

*Please bring your annual subscription.*

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